DOCUMENT RESUME

ED 402 632 CS 509 391

AUTHOR	Suren, Asuncion, Ed.; Shermis, Michael, Ed.
TITLE	Youth Intervention.
INSTITUTION	Indiana Univ., Bloomington. Office of Research.; Indiana Univ., Bloomington. Univ. Graduate School.
SPONS AGENCY	Indiana Univ. Foundation, Bloomington.
PUB DATE	Jan 97
NOTE	38p.
AVAILABLE FROM	Research & Creative Activity, Office of Research and the University Graduate School. Indiana University, Bryan Hall 104, Bloomington, IN 47405-1201; World Wide Web: http://www.indiana.edu/[tilde]rugs/rca/toc.html
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	Research & Creative Activity; v19 n3 Jan 1997
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Adolescents; Aggression; Athletics; *At Risk Persons; *Conflict Resolution; *Early Intervention; Health Needs; Higher Education; Program Descriptions; *Youth Problems; Youth Programs
IDENTIFIERS	*Indiana University; Parents Sharing Books IN; Rap Music

ABSTRACT

An overview of the diverse programs of research, scholarship, and creative activities conducted at Indiana University, the articles in this issue of "Research & Creative Activity" describe numerous interventions that can make a positive difference in the lives of at-risk youth. The articles are as follows: "Giving Back What You Get" (Susan Moke) describes an intervention program of empowering strategies for responding to incidents of aggression, insult, or ridicule; "Building Communication through Sharing Books" (Susan G. Tomlinson) discusses the Parents Sharing Books project; "Who Takes the Rap?" (Miriam Fitting) discusses rap music and youth intervention; "Singing the Self-Esteem Blues" (Julie Thompson) discusses multidisciplinary approaches to youth intervention; "SMARTTalking" (Todd Avery) focuses on interactive multimedia computer program to foster conflict-resolution skills among adolescents; "Restoring Community to Restore Justice" (Michelle Branigan) describes a juvenile crime prevention program; "Break Away to Prevention" (Michelle Branigan) describes an alternative to traditional juvenile court probationary programs; "The FAST Track to College" (Lucianne Englert) discusses a program to provide at-risk youth with basic educational skills and positive attitudes about college; "A Legacy of Help for Young Athletes" (Mary Hrovat) features opportunities for at-risk youth to participate in sports and receive life-skills training; "Destination: Education IUK" (Todd Avery) describes an early intervention scholarship program at Indiana University Kokomo (IUK); "The Demonstration of Caring" (Lucianne Englert) discusses the health needs of minority adolescents who are at risk; and "Avoiding Purple Leisure (Mary Hrovat) discuses the role of leisure activities play in the lives of potential offenders who are mentally retarded. (RS)

Office of Research and the University Graduate School

Volume XIX Number 3 January 1997

Research & Creative Activity

INDIANA UNIVERSITY

ED 402 632

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Stermis, M.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CS509391

BEST COPY AVAILABLE

Research, both pure and applied, and creative activities are ongoing and essential aspects of life on the campuses of Indiana University. The quality of instructional education at any institution is tremendously enhanced if based upon and continuously associated with research and creative inquiry. It is significant, therefore, that the emphasis at IU not only is placed upon fundamental and basic research but also is directed toward developmental activities designed to discover those applications of research that characterize the efforts of many of our faculty in the arts and sciences as well as in the professional schools.

As an overview of the diverse and interesting programs of research, scholarship, and creative activities conducted at Indiana University, *Research & Creative Activity* offers its readers an opportunity to become familiar with the professional accomplishments of our distinguished faculty and graduate students. We hope the articles that appear in *Research & Creative Activity* continue to be intellectually stimulating to readers and make them more aware of the great diversity and depth of the research and artistic creativity under way at Indiana University. A full and exciting life is being created here, now and for the future. From our readers we welcome suggestions for topics for future articles in *Research & Creative Activity* that will demonstrate further the scholarly activity at Indiana University.

Volume XIX Number 3
January 1997

Guest Editor
Asuncion Suren

Associate Editor
Michael Shermis

Designer
Tish Zapata

Copyeditor
Heather Shupp

Editorial Assistant
Alicia Crabtree

Advisory Board

Eileen Bender
Special Assistant
Office of the Chancellor
IU South Bend

Lauren Bryant
Managing Editor
Indiana Alumni Magazine
IU Bloomington

John Goodheart
Professor of Fine Arts
School of Fine Arts
IU Bloomington

Anne Kibbler
Managing Editor
The College
IU Bloomington

Tim Londergan
Professor of Physics and Chairperson
Department of Physics
IU Bloomington

Henry H. H. Remak
Professor Emeritus of Germanic Studies,
Comparative Literature, and
West European Studies
IU Bloomington

Dave Rust
Director of Radio and Television
Office for Public Affairs and
Government Relations
IU Bloomington

Cleve Wilhoit
Professor of Journalism
School of Journalism
IU Bloomington

Published by the Office of Research and the University Graduate School

George E. Walker
Vice President for Research and
Dean of the Graduate School

Printed by
Indiana University Printing Services
on recycled paper

Research & Creative Activity

INDIANA UNIVERSITY

YOUTH INTERVENTION

Making a Difference in the Lives of Youth 2

The Forum 3

Giving Back What You Get 4
Building Communication through Sharing Books 5

Who Takes the Rap? 8
Singing the Self-Esteem Blues 10

SMARTTalking 12
Restoring Community to Restore Justice 14

Break Away to Prevention 16
The FAST Track to College 19

A Legacy of Help for Young Athletes 20
Destination: Education IUK 22

The Demonstration of Caring 24
Avoiding Purple Leisure 26

From Inquiry to Publication:
Books by Indiana University Faculty Members 27

For more information:
Subscription matters (subscriptions are available upon request), requests for permission to reprint material, and editorial correspondence should be addressed to:

Associate Editor
Research & Creative Activity
Office of Research and the University Graduate School
Indiana University
Bryan Hall 104
Bloomington, IN 47405-1201

Inquiries may also be sent via electronic mail to: **orugs@indiana.edu**

via fax to: **(812) 855-6396**

or call: **(812) 855-4152**

An online edition of this magazine is on the World Wide Web at the following URL: **http://www.indiana.edu/~rugs/rca/toc.html**

Research & Creative Activity is published three times each academic year with support from the Indiana University Foundation and the IU Alumni Association. All contents Copyright © 1997 by the Indiana University Foundation.

Look for future issues of *Research & Creative Activity* on the following topics:
University Research in the Public Service
(25th Anniversary of the School of Public and Environmental Affairs)
Research Traditions in the School of Medicine
Holy Scriptures
Public Health

MAKING A DIFFERENCE IN THE LIVES OF YOUTH

We cannot always build the future for our youth, but we can build our youth for the future

—Franklin D. Roosevelt

The rate of murder among those fourteen to seventeen years of age has more than doubled since 1986. Nationally, on average, six teens die violently each day. During the past six years, there has been a significant increase in juvenile crime in the most serious categories: murder, rape, robbery, and aggravated assault. Recent National Institute of Drug Abuse (NIDA) research indicates that drug use among teens is rising. How do we respond to these frightening statistics? What are we doing to protect our youth?

I can remember looking out my bedroom window as a child and dreaming about how my own child would look, how he would act, and what kind of man he would be. I have had this recurring daydream since age twelve. I now know how handsome, energetic, intelligent, kind, and caring my son, Todd, is at age eleven; however, I still think about what kind of man he will become. As a leisure scholar who explores the complex nature of young people who are at risk of economic hardship, drug and alcohol abuse, violence, and parental and educational neglect, and as a single parent, I am aware of the multitude of environmental factors that will compete to shape my child's character, morals, and values.

As a former youth at risk, I know firsthand what it is like to live in an environment that cheats children out of their right to become positive, hard-working contributors in our society. Raised in north Philadelphia, I was exposed to the worst kinds of conditions imaginable, conditions that robbed children of their innocence, leaving them to behave immorally later in life. Between the ages of ten and seventeen, I was shot at, was beaten by a gang of girls, escaped two attempted rapes, and was subjected to harsh treatment and pressure from my peers to do drugs, alcohol, and cigarettes. I watched many of my friends sell drugs in the community and school; most of them landed in juvenile facilities before entering the tenth grade. I also recall that a large number of the girls in my eighth grade class dropped out of school to raise their babies. Despite the trauma of these experiences, perhaps the most disturbing of all was watching my mother raise myself and six siblings, alone, under such devastating conditions.

My mother did the best she could to raise all of us to be honest, hard-working adults. Although I recognize and appreciate the value of the good example she set, ultimately it was participation in a variety of recreational activities that played the most significant role in shaping my character. I was sent to day camp each summer, participated in after-school sports, and frequented the neighborhood recreation center; I was active, stayed off the streets, and was surrounded by positive role models. In retrospect, recreation intervened when my mother was too busy working and taking care of seven children.

Through participation in recreational activities, I gained a positive sense of self. I discovered what I was capable of accomplishing, as well as my limitations. Physical and mental challenges that recreation leaders exposed me to helped me to believe that I could do anything my mind and body would allow. I attribute my academic success and fit-for-life attitude to the many

Suren and her son, Todd

years and variety of recreational opportunities of which I took advantage.

As this issue of *Research & Creative Activity* illustrates, there are numerous interventions, recreational and otherwise, that can make a positive difference in the lives of our youth. Researchers, educators, and community service providers design and implement programs and services for youth ranging from tennis lessons to techniques to handle bullies. Prescribing the right blend of opportunities and administering that prescription at the right time in a child's life can prevent youth from becoming at risk.

In March 1996, the Center for Substance Abuse Prevention in Washington, D.C., sponsored a conference that brought together leisure and prevention professionals to explore prevention and intervention strategies targeting youth who live in high-risk environments. With the attitude that all hope is not lost unless it is lost in the minds of those who are in a position to make a difference, we worked together to develop strategies to reduce and prevent alcohol, tobacco, and other drugs (ATOD) abuse among youth who are at risk.

We brainstormed, discussed, discovered, and developed action plans that have the potential to significantly affect our communities. We learned about each others' program development approaches, community resources, and methods for service delivery. We discovered ways in which to bridge differences between the two fields and how to use their commonalities to work together on collaborative activities. Before leaving the conference, participants were charged with prescribing collaborative prevention or intervention strategies to positively affect youth. Although these strategies were unique in their methodological approach, they all focused on collaboration between leisure scholars and prevention professionals to reduce or eliminate ATOD abuse among youth.

That conference renewed my commitment to researching and teaching my students about the complex nature of youth who are at risk. It also reminded me that, as a former at-risk youth, I was one of the lucky ones! I had options and somehow was smart enough to make the right choices. Although Todd is not being raised in a high-risk environment, part of my preventive and interventive strategy is to expose him to what these environments are like, as well to prescribe the best blend of experiences that will have a positive effect. I purposely prescribe different recreational activities to enhance his self-esteem, confidence, and artistic capabilities. He attends both day camp and residential camp each summer. He has been involved in art classes, basketball, gymnastics, swimming, karate, and soccer. Furthermore, Todd and I do things together as a family on a regular basis. We may go to a movie, dine at a nice restaurant, attend a play at the IU auditorium, play video games, walk our dog at the local park, or simply read together.

Todd's recreational and educational activities are purposely designed. It is my duty to ensure that he becomes a positive, hard-working contributor in our society. At the age of eleven, Todd speaks of attending college and perhaps going on to get a master's degree. He wants to be an artist, producer, director, and actor. There is no doubt in his mind or mine that he will become all four. The intervention strategies that I am using, and the many that follow in these pages, are what we need if we are to make a difference in the lives of our youth. ♥

Asuncion Suren
Assistant Professor of Recreation and Park Administration
Indiana University Bloomington

The Forum

"The Forum" is a place where people can discuss substantive issues raised in previous issues of Research & Creative Activity. *We invite you, our readers, to take this opportunity to speak out.*

The September 1996 issue of *Research & Creative Activity* highlights the diversity of multimedia applications and developments at Indiana University. Bringing these efforts together and exploring the similarities in terms of development—and the steep learning curve for so many developers—reveals new perspectives.

From faculty members' comments, it is clear that even the early adopters are still examining the strengths and limitations of multimedia. The technology encourages educational methods emphasizing learner involvement, the constructivist approach currently in vogue. Linda Meyer's comment about students who preferred "having things handed to them through lectures" (page 23) demonstrates that adapting to multimedia-based teaching requires more than coping with technology. Jeremy Dunning's observation that "the students really learn more" (page 10) is the obvious response to such concerns, but his account of the challenges of doing it right reveals why multimedia-based education is still a shining example, not standard practice.

The hard part of the "digital learning environment" Martin Siegel envisions (page 3) is not the technology, but the learning. How is information identified and selected from the Library of Congress on a chip? How are the preferred sources woven together to create the compelling and truly educational experiences highlighted in this issue of Research & Creative Activity?

The university community is replete with scholars who have expertise developing multimedia applications—from molecular structures to Somali poetry. But we need to consider evaluating the technology itself and how users interact with it. Andrew Dillon's work (pages 15–19) suggests ways we might assess and assure quality in the resources and the learners' experiences. This glimpse of new roles, new capabilities, and new partnerships is an engaging snapshot of Indiana University's evolution, a picture that may become even more interesting when the photo album is brought out years hence.

Debora Shaw
Associate Professor of Library and Information Science
Associate Dean, School of Library and Information Science
Indiana University Bloomington

K WHAT YOU GET

by Susan Moke

An adolescent girl describes an incident in which she and a female friend were harassed by some boys making lewd pelvic thrusts outside the girls' dorm windows during a drama camp. The girls creatively transform the boys' sexually harassing gestures into inept attempts at skiing, which they playfully imitate throughout the rest of their week at camp.

During recess, a bully guards a water fountain to prevent other thirsty third graders from getting a drink. One little boy waiting in line histrionically falls to the floor, clutching his throat and croaking "Water! Water!" The rest of the students mimic the boy's theatrics. The exasperated bully, realizing his toughness is not being taken seriously, mutters, "You people are pathetic" as he abandons the water fountain to his peers.

Both anecdotes illustrate interactions between bullies and their victims. Both stories also exemplify creative strategies for dealing with aggression. KACTIS (Kids Against Cruel Treatment in Schools), an intervention program developed by Donna Eder, a professor of sociology at Indiana University Bloomington, helps kids discover and develop these sorts of empowering strategies for responding to incidents of aggression, insult, or ridicule.

KACTIS grew out of a large sociological study that examined middle schoolers' peer culture, specifically informal verbal interactions such as gossip, teasing, insulting, and storytelling. Eder undertook the study in an attempt to provide insight into the ways gender inequality develops in early adolescence. She chose to examine the peer culture of middle school because research suggests the middle school years are both a critical stage in the formation of gender identity and a time during which girls generally experience a loss of self-esteem. Working with collaborators Stephen Parker, an associate professor of sociology at the University of Montevallo in Alabama, and Catherine Evans, formerly a counselor and social worker for adolescents and currently a museum director at the College of Charleston in South Carolina, Eder studied extracurricular activities and lunchtime socializing at a large Midwestern middle school. The team used ethnography (studying another culture from the perspective of its participants) and discourse analysis to learn about these adolescents' language strategies, values, and concerns. Eder, Parker, and Evans have recently published the results of their study in the book *School Talk: Gender and Adolescent Culture*, which they wrote to appeal to parents, teachers, and school administrators, as well as to their fellow academics.

Eder's work with adolescent peer culture reveals that a great deal of sexual harassment goes on in schools and that girls are more likely than boys to be victims of such harassment. Initially, she had intended to focus the study on the role organized athletics can play in improving girls' self-esteem. Eder's ethnography team studied both girls' and boys' athletics. They discovered that while participating in sports can indeed improve girls' self-esteem, athletic fields serve as the training grounds on which young men definitively learn to associate masculinity with competitiveness and aggression. "Looking at boys' sports, what disturbed me was that they promoted not just winning in competition, but being aggressive and winning at all costs," Eder says. "The socialization that boys get in middle schools is win—don't care about whom you hurt. Don't be nice; be tough." Eder's data suggests that boys typically manifest this ideology in a sexual context—in their interactions with girls and in their competition with other boys for girls' attention. Thus, the study has led Eder to conclude that it is crucial for boys to be shown other models for sexual behavior and essential for girls to be offered workable strategies for responding to sexist insults.

"Because sexual aggression is closely related to other forms of verbal aggression and abuse, many schools are beginning to teach children conflict resolution skills in the elementary grades," Eder observes. Yet she goes on to note that most of these programs merely transfer adult mediation strategies into the children's environments. As an ethnographic researcher, Eder doubts the effectiveness of asking children to use adult tools to solve their own

Donna Eder, Professor of Sociology, Indiana University Bloomington

BEST COPY AVAILABLE

problems. KACTIS is based on the premise that middle and elementary school peer culture has its own distinctive attributes and language patterns that children can use to diffuse bullying. In 1994, Eder began working after school with a group of students from different elementary schools in the Bloomington area. She and other adult volunteers facilitate discussions in which kids talk about various kinds of harassment. Then, working with peer volunteers, they engage the students in role-plays that introduce specific conflict resolution strategies, such as assertive expression of anger and the creative use of humor to diffuse conflict.

Eder's examinations of adolescent social interactions revealed that humor is a vital component of student peer culture. Adult and peer volunteers help participants discover creative strategies for using humor to protect themselves and to intervene on behalf of others in harassing situations. This intervention strategy is especially effective because the students seem most comfortable working in small groups with their peers. By collaboratively arriving at new solutions to their problems, KACTIS participants gain valuable experience in negotiating disagreements. "As they come up with new solutions and role-play scenarios that are satisfying to all participants," Eder says, "they continually put their new conflict resolution skills to work in their daily interactions."

Although more girls than boys joined the program, not all of the kids who participate in KACTIS are the usual victims of peer aggression. "What I like about KACTIS," one student observes, "is that one half are bullies, and the other half are kids that get picked on." The more aggressive participants can make valuable contributions in role-playing situations because they have insight into what it takes to make a bully back off. Eder says she has been struck by how much the students need to "play" with aggression—to the extent that during role-plays, the students frequently argue over who gets to play the bully. She observes that "having playful opportunities to act aggressively may be an important outlet for children who have internalized angry feelings from being bullied or harassed by others." Through discussions and role-play situations, the students develop an array of playful outlets for their aggression that seem to reduce the typical bully's tendency to harass others. Through KACTIS, both the bullies and their victims learn to express anger more assertively and to channel aggression into less hurtful interactions.

Although intervention is not a typical component of most academic sociologists' research agendas, Eder says that the development of KACTIS was for her a good

(continued on page 7)

by Susan G. Tomlinson

"You'd have to see my students to believe it! It's on their faces, and their attitudes have changed. . . . These are the problem children, or they were!"
—Marjorie Gaines, teacher and Parents Sharing Books program leader

Preadolescence is a crucial and often difficult time in the development of the individual. For some children, it is a rocky, but temporary, passage to young adulthood and greater maturity. For youths who are at risk, it is often the point at which the commitment to learning and achievement is abandoned. Communication between young people and their parents frequently breaks down at this age, and just when children need more reinforcement, parents typically become less involved in their children's education. As a result, children may lose interest in school and develop other more serious problems.

In 1990, the Family Literacy Center at Indiana University, under the direction of Carl B. Smith, a professor of education at Indiana University Bloomington, set out to improve reading levels among middle school–age children, to increase the involvement of parents in their children's education, and to encourage greater communication between preadolescent children and their parents. The Parents Sharing Books (PSB) project was launched with a grant from the Lilly Endowment and has continued as a self-supporting program. The program, usually sponsored by a school, involves parents in reading and talking about books with their children. PSB leaders are trained to give parents guidance in selecting appropriate books, making time for reading, making reading enjoyable, and listening to and sharing ideas with their children. Regular meetings offer parents opportunities to share experiences and learn from each other. Unlike many contacts between parents and schools, these meetings provide positive interactions that build mutual respect and understanding.

The program has been successful in its mission to prevent students from abandoning reading as they move through their teen years. Smith notes, however, that "improved communication has been the foremost benefit to participants." The majority of students and parents participating have reported that PSB has improved the level and quality of their communication with one another. One parent describes the impact of the program on her relationship with her daughter this way: "It allowed us to look at each other not as a child and a mother, but as people who have opinions and values and expectations." Another parent comments, "I found it easier to talk to my daughter about touchy situations. The books gave me the courage to bring up the difficult topics that every parent is concerned about."

Despite this success, after the first three years, one area of continuing disappointment was the program's failure to attract many socioeconomically disadvantaged families. According to Smith, the program attempted to target low-income individuals, but most of those who chose to participate were middle-class parents already fairly involved with their children's education. Obstacles ranging from a lack of transportation to discomfort with the school were keeping many targeted parents away. Smith began searching for a way to reach out more effectively to those parents least likely to be actively involved with the school and to those students most likely to place a low value on reading and learning.

It was at this point that Smith connected with Carole Scifres, then an adjunct professor of education at IUB. Scifres had just completed a survey of residents of Abington Apartments, a housing project in Indianapolis. Through her research, she had discovered that parents living in the

(continued on page 6)

Carole Scifres surrounded by some of the books she uses with the five African American youths in the Raising Expectations program.

project—overwhelmingly single mothers—wanted to be involved with their children and expected their children to have more than they had, acquire more education, and achieve more in their careers. However, these parents were completely uncomfortable dealing with schools; the more contact they had with their child's school, the more negative their perception of the school. This was largely due to the predominantly negative nature of the interactions these parents had had with teachers and administrators—typically contacts about poor grades or discipline problems. Besides feeling antagonistic toward the school system, the parents felt they did not know how to help their children achieve.

Smith and Scifres decided that a program such as PSB might work better for these disadvantaged families if it were community based rather than school based. Smith arranged funding for a year-long program at Abington Apartments that provided reading materials, tutoring resources, computers, and a research assistant. Scifres, who coordinated the program, called Raising Expectations, conducted parent meetings, carried out assessments, and acted as liaison to the children's schools. She recruited Mark Robinson, a former IU basketball player, then completing his master's in counseling and guidance, to serve as a tutor. One condition that Robinson insisted upon was that Scifres not reveal he was a basketball player. He wanted the students to view him as a role model, not because he was a successful black athlete, but because he was a black man finding success through an academic career.

Scifres found that, to make the program work, she had to be flexible and to allow the needs of the parents and children to guide the content. Sharing books has remained a central focus of the program, and the selection of books that are culturally relevant has been important. Scifres found, however, that these students needed more than discussions about books for them to begin seeing value in school and learning. She responded by providing tutoring and guidance in appropriate classroom behavior. She has exposed the students to new experiences: trips to malls and bookstores; visits to the IUB campus; meetings with people such as Steve Birdine, director of IU's Office of Diversity Programs; and a trip with Smith to the International Reading Association convention in Anaheim, California. As a liaison, she visits the students' classrooms and helps their mothers communicate with the school.

The Raising Expectations program has never been large and the core group of students and parents participating consists of five African American boys, now between the ages of thirteen and sixteen, and their mothers. Despite the loss of funding after the first year ended in 1994, Scifres has kept the program alive. The program has produced results. Teachers have reported that the children involved are more cooperative and productive in class and have had fewer discipline problems. Parents report that their children use more respectful language and are more accepting of their viewpoints. The children themselves see new possibilities for their lives, including college and careers.

What lessons can those concerned about youth gain from this program? Scifres believes that the program's greatest benefit is a reduction of conflict through improved communication and understanding. For all adolescents, learning how to relate to other people, whether peers, parents, or other authority figures, is an important part of the move to responsible adulthood. For youth who are at risk, this growth of communication and understanding can mean the difference between lives caught in a cycle of violence, crime, and poverty and the fulfillment of mothers' dreams of a better life for their children.

How can scholars contribute to our ability to serve youth who are at risk? Both Smith and Scifres believe that scholars must be willing to get involved and to interact with children and families. Smith says, "Scholars must be more than surveyors. They must get dirty and take a service approach." Scifres agrees. She believes that researchers must connect with children both in school and outside school, and that the clues to how to help children will come from the children themselves. ♥

9

way to complete a cycle of research, a way of giving something back to communities she had studied. She credits this new way of doing her work to the influence of feminist research and methodologies that suggest practitioners apply academic knowledge to their everyday lives: "I was reading work written by women of color about what it meant to them to be academics. For these women, it meant giving back to their communities. And that's really what I value—if I learn something, I want to share it. Of course, you can share what you have learned by writing a book, but I wanted to take what I learned from this study of youth and use that knowledge to make their lives better."

Eder says KACTIS allows her to strike a satisfying balance between practice and knowledge, even though getting the project underway required Eder to take a semester leave without pay. Although she is currently considering possibilities for expanding KACTIS beyond the three community schools in which it has thus far been implemented, until the program receives funding, it will continue to rely on volunteer facilitators and will necessarily operate on a small scale. For Eder, KACTIS is a creative activity that provides opportunities for further, albeit nontraditional, research. Eder says the development of KACTIS has changed the way she approaches her research, influenced the ways she proposes to apply that research, and enhanced her teaching. She predicts that this model for creative application of research will become more common as more women of color enter the academy.

Eder has involved both her undergraduate and graduate students in the program. She teaches a course about the social context of schooling in which she offers undergraduates the opportunity to volunteer in KACTIS and then write papers about their experiences with the program. "The response," Eder observes, "has been overwhelmingly positive. The students were excited about doing this sort of applied learning." Last year, Eder involved her graduate students in the program with the intention of illustrating to these future academics how their careers can have applied components that are integrated with their research. Her attempt to model this nontraditional approach was so successful that her students wanted to continue working on the program even after her semester sabbatical was over. "I still hear frequently from my students who worked in the program," Eder says. "They want to know what's going on with KACTIS, or they want to share with me how they are using the skills it teaches in their own lives."

In both her research and her teaching, Eder emphasizes the importance of service learning: "It's a need I have, but I think it's a need many of us share—to plug what we know academically into real-life situations. It's enormously rewarding for me and for my students to be able to strike this balance between academic learning and the reality of everyday life." ♥

WHO TAKES THE RAP?

by Miriam Fitting

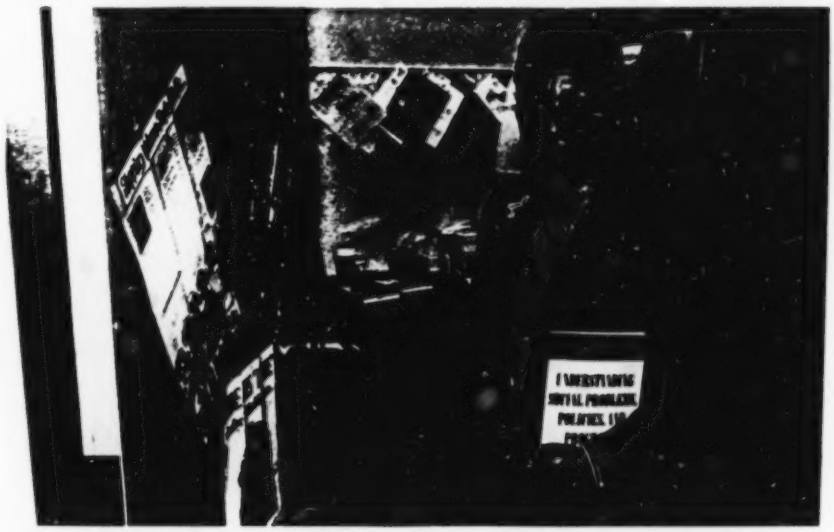
Rap music touches each of our lives, and not just when cars with twenty-inch speakers drive by blaring it, shaking both the windows of our houses and the fragile membranes of our eardrums. It is a connecting thread running through today's youth culture. Lumping all rap music together and dismissing it as incomprehensible noise can harm society. Society is composed of individuals linked by the relations of daily actions. When one segment of society is cut off or isolated through lack of understanding, it disrupts the delicate web of human interaction, and society can suffer.

Patricia Washington, an associate professor of social work at Indiana University South Bend, concerns herself with this understanding. "I focus on individuals and the communities in which they live," she says. "People are connected or not connected to the institutions and communities in which they live, and this has an effect on them." Her interest in this area sprang from her experiences growing up on the west side of Chicago and was furthered by becoming active in community service at the age of sixteen when she worked with the Chicago Park District. This background led her to study criminal justice and mental health, and eventually to obtain master's and doctoral degrees in social work from the University of Pittsburgh. After working at other universities and colleges, which have each benefited from her efforts to forge connections between people, information, and policy, she joined the faculty at IUSB, where she has held the position of director of the Master of Social Work program in the Indiana University School of Social Work since 1992.

Washington is not the type of professor who makes an absolute distinction between her work and personal interests. The two overlap and often combine, which is one of her strengths. Her recent work with rap music and youth intervention illustrates this. Her interest was sparked while she worked at Wichita State University where high school students hired for the summer played "strange music that I could not understand and had never heard before" on their breaks, Washington says. Through talking with these students, her interest in rap music developed to the extent that she "started looking at music videos and talking to the young people about the music and who was popular and what was in," she explains. Washington began buying rap music magazines, listening to rap radio programs, and, eventually, playing the music even in her office at the university, to the surprise of nearby colleagues. Her favorite artists include Salt 'n' Peppa, MC Lyte, De la Soul, Guru, and Two Pac.

Rap is not an isolated musical phenomenon with a good beat, according to Washington, but "a form of protest." It is "a form of discussing those things that one does not discuss in polite society," she states, noting its strong connection to the blues. This connection exists in the evolution of the musical form and in the similarity of the subject matter: difficulties with the police, housing, and male/female relationships. It also exists in society's attitude toward rap; "it's the music of the outlaws," Washington says. Her recent scholarly work has dealt with the particular type of rap termed "gangsta rap." Gangsta rap, predominant in the latter 1980s and early '90s, glorifies guns, shooting, and killing. These themes are not as prevalent in current rap music. Rap is evolving from extoling this type of lifestyle to commenting on it, which Washington characterizes as "speaking about not only the activities of those who indulge in that kind of violent behavior, but also talking about the consequences," both for the doer and the victim.

Washington has written papers with titles like "The Language and Culture of Rap Music Videos" and "The Influence of Black Popular Culture Icons on African American Youth," but her work goes beyond such traditonal academic activities to include use of rap songs in hands-on social work. Washington has found rap music to be a particularly effective tool for forging connections with young people. There has been much recent media coverage of the problems of and with youth culture, primarily violence and drug abuse. Although the problems recorded are real and widespread, much of the media's presentation is disturbing and even dangerous, according to Washington. By lumping such problems together as simply "youth" problems and by portraying them as existing only today and right now, the problems and the youth are isolated from culture as a whole. This approach



Patricia Washington, Associate Professor of Social Work, Indiana University South Bend

BEST COPY AVAILABLE

ignores the reality that what affects youth also affects the rest of society and that many current problems, while they may be expressed in new ways, are merely expressions of long-existing situations, such as high rates of unemployment, underfunded schools, unsafe schools, high dropout rates, substandard housing, inadequate health care, high mortality rates from homicide (by other youths or the police), and suicide. Using historical analysis to examine the problems of urban youths from low-income households, one can see the "progression of problems over time," Washington notes. These problems did not appear suddenly with the emergence of rap music in the late 1970s and early 80s and rap music is not the cause or the origin of violence among urban youths from low-income households.

Although many youth problems are not new, there is a trend toward increasing violence. There has always been urban violence, but in recent years, this violence has shifted from local, individual urban acts to systemic and widespread violence. It has spread to locations where it was not previously, to "the environments in which young people live and where they go to school," Washington says. "Even the old safe places, such as the schools, are no longer safe." Violence has also spread outward from urban centers to smaller communities nationwide. Rural America is no longer the idyllic safe haven it was long considered to be. Increased violence, gang membership, and drug use are affecting communities of all sizes.

This encroachment of violence affects not only youths, but adults as well. The result is that "the traditional role of adults to insulate and protect children" has changed, and now "the adults are having difficulty protecting themselves, let alone protecting the kids," Washington states. This is not because of increased negligence by adults; it is based upon the difficulty of living with increased violence. More and more, because youths cannot turn to their elders for protection and support, Washington has witnessed them turning to each other, which accounts for the rise in the number of gangs. Other factors also have contributed to the formation of contemporary youth culture. Because most youths have grown up with television constantly in their lives, "much of their learning has been visual learning," she notes. It is to television that they turn for information. Television provides "instant access to what other young people in different parts of the country are saying, doing, thinking, and dancing," Washington says. Music is no longer local; it crosses ethnic, economic, and social boundaries. Rap is a common thread running through youth culture, and television is the primary medium of its dissemination. As Washington puts it, "when you're driving down the street and you hear this beat base and you hear this throbbing rap sound coming after you, you don't know whether the young person you'll see when you turn around will be black or Hispanic or Asian or Euro-American or what. They're listening to the same music."

Each generation inevitably differentiates itself from the preceding ones, yet there is danger when the differences are so deep that they prevent the new generation from functioning in the rest of society. Instead of simply imposing a set of strictures on youths and forcing them to adapt to the rest of society, Washington seeks out

elements of youth culture and connects them to other parts of society. She builds from this tenuous connection the stronger web of mutual understanding, trust, and interaction that is necessary for individuals to survive in society. Often, "many issues that people are struggling with are related to their lack of knowledge of the institutions that they're dealing with and how one should deal with these various institutions to get one's needs met," she explains. Washington's research translates practical intervention, such as her work at the YMCA Urban Youth Services in South Bend with teenage girls who are at risk. Initially, the sessions with the teenagers involve going to movies followed by loosely directed discussions. Washington then leads the discussions to the movie soundtracks and the relation of rap music to movies. Gradually, she gives the girls magazine articles about rap and rhythm and blues musicians. Eventually, they read traditional literature by such authors as Toni Morrison, Tina McElroy, John A. Williams, and Ernest J. Gaines. In other situations, Washington uses the subjects of rap songs and videos to start discussions with young people. This technique makes it "easier to get them to talk about issues pertaining to relationships or even to get them to talk about issues pertaining to violence and how one deals with violence without asking them if they've been engaged in it," she says. Washington's students who are pursuing master's degress in social work implemented this technique and found it to be effective in dealing with Gary, Indiana, middle school students and youths at a juvenile detention center in south central Indiana. By using rap music videos to begin discussion sessions at a homeless shelter, Washington has discovered that this technique also works with adult audiences. Another important component of her work is using rap music and videos to acquaint older generations and parents with youth culture.

Washington's work fits within a growing interest in popular culture and its functions. At last year's National Association of Social Workers Annual Conference, she and two students pursuing masters degrees in social work presented a paper on preventing violence through the use of popular culture icons to a standing-room-only audience. Approximately three-quarters of the audience were using rap music or videos in their own work with youth who are at risk. There has been a spate of recent scholarly writing on popular culture, its effects, and its uses in a variety of disciplines, including literary studies, history, and culture studies. Although approaches like Washington's differ from traditional approaches to social work, or perhaps because of this, using popular culture as a point of contact is becoming a widespread and effective practice. Washington claims that "social work requires understanding the world of the clients, entering their world." With the use of rap music and popular culture icons understanding grows on both sides; those who are not in positions of authority and those who are learn about each other.

Washington examines situations on many levels: on the level of individual and unique expression, of position in contemporary society, and in terms of historical context. She analyzes the economic and historical factors that have led to certain groups of young people becoming at risk for dropping out of school, being unemployed or underemployed, poor health, residing in substandard housing, and becoming victims of violence in their communities by other youths or by the police. She is a participant in contemporary academic research and education, has advised corporations and policy-making government agencies, and continues to pursue the local, more

"Adolescence is a difficult time for every child, but for youth who may live in the inner city, have one-parent households, or have poor role models, the risk is one of becoming caught in cycles of poverty and violence," says Katrina Boedeker, an assistant professor of music therapy at Indiana University–Purdue University Fort Wayne (IPFW). Boedeker sees youth intervention as an opportunity to "reinforce issues like building self-esteem, making good choices, dealing with peer pressure, and setting life goals." In addition, she envisions prevention as an integral aspect of intervention, in the sense that when young people experience life problems, they require adult guidance and support. Education, a wider range of opportunities, and positive role models can help prevent difficulties associated with poverty, such as poor parenting skills, hopelessness, drug abuse, poorly managed anger, and violence.

Boedeker began her youth intervention work as a teacher/clinician for the IPFW Future Academic Scholars in Training (FAST) program, which provides adolescents who are at risk with opportunities to develop both academic and life skills. In FAST, students work to enhance their knowledge in academic areas such as English, computers, math, and science. They also learn life skills such as stress management and conflict resolution, values clarification, and problem-solving techniques. The FAST mission, Boedeker explains, is to "empower youth who have been identified by their teachers as having college potential, but who may fall through the cracks in the system without additional support."

Boedeker, who continues to work with FAST, adopts a multidisciplinary approach to youth intervention by using music, theater, and art activities both to teach coping and problem-solving skills and to encourage active student participation in overcoming academic and emotional difficulties. Many of the students with whom she works tend to "live lives marked by the instability of their family and socioeconomic environments and may live in an unpredictable and unsafe

by Julie Thompson

world," according to Boedeker. Living in such a world may produce shock and hopelessness that, if left unchecked, can result in terminal thinking or emotional paralysis. Music therapy attempts to intervene in such negative thought patterns and to provide troubled adolescents with the facility to deal with the conflicts in their day-to-day lives.

Boedeker organizes each class around a specific topic or issue and then tries to introduce it in a nonthreatening manner. The first activity promotes a sense of group cohesiveness and encourages students to share information about themselves with other classmates. For instance, students might toss a ball around to music, freeze when the music stops, and have the person holding the ball answer a personal question about himself or herself relating to memories, things the student likes about himself or herself, favorite foods, or what he or she values in a friend. The second segment of the class involves a more intense investigation of the issue. Boedeker uses various forms of music, including rap, alternative, rock and roll, rhythm and blues, and soul to establish the essence of the day's lesson. Sometimes she uses prerecorded music to spur discussion of the day's topic; at other times students create and perform their own music, create artwork, or engage in drama activites related to the issue. To conclude the session, students are invited to reflect on the day's topic and its application in their lives, and to comment upon each group member's contributions to the session.

Music's effectiveness as a therapeutic approach depends upon the extent to which it allows young people to "explore facets of themselves and other peers in a safe environment," Boedeker says. She notes that music is so integral to youths' everyday lives that they "become involved in the fun aspect of creating, listening to, and moving to the music" and tend not to realize that they are learning methods to help prevent future problems. For instance, one exercise focuses on developing group communication and cohesion. Students play "feelings charades" by drawing words from a basket and then miming the feeling or playing it on an instrument. The lesson encourages students to learn and use feeling words and to describe a time in their lives when they had that feeling and how they dealt with it, thus focusing them on effective coping skills. Activities can also emphasize areas such as trust building, group problem solving, and self-disclosure. As Boedeker notes, the program's success relies upon her rapport with the group and the group's perception of how "fun" the activities are; its success depends also upon healthy group cohesion and effective communication.

"The future charge to scholars regarding youth who are at risk is one of becoming involved in prevention and intervention as role models and advocates," Boedeker asserts. Nontraditional therapeutic interventions such as the one Boedeker practices help scholars remain sensitive to their audiences and to the cultural resources that will help youth lead more positive lives. ♥

individualized level of applied social work. Her ability to take action in these varying environments and to bring insights from one environment to another is what makes her effective. Having a multiplicity of perspectives is something she ascribes to being black, female, and growing up in a family where "we were taught to question authority and institutions and to look closely at them and not just assume that they were operating in one's best interest," she says. She sees her work and approaches as colored by this. At all levels, Washington's work is about knowledge and the change it can bring about. "Change does not mean revolution; change comes from a significant amount of information," Washington states. "Change comes from access, understanding, and the ability to process knowledge." ♥

SMARTTALKING

by Todd Avery

The Los Angeles riots of 1992, Waco, Oklahoma City, a pipe bomb at the Olympic games in Atlanta. The United States continues to be rent by violence. Nowhere is this more apparent than among the youth. The American Medical Association reports that three-fourths of the adolescent deaths in the United States each year are the result of violence or injury. According to reports from the Centers for Disease Control and Prevention (CDC), homicide is the second-leading cause of death for young Americans ages 15–24, and the third for children ages 5–14. Speculating on the causes of such rampant violence among American youth, Senator Tom Harkin (D-Iowa) has suggested that a "stunning simultaneous breakdown of community, family, and work has created a vacuum that has been filled by violence, drugs, and gangs." Harkin is quick to add, though, that "violence is very much like a disease—it can be studied, understood, and prevented." In fact, he says, "prevention is the key."

Kris Bosworth agrees. Bosworth, an associate professor of education and Director of the Center for Adolescent Studies at Indiana University Bloomington, believes "every child is at risk." Citing such risk factors as drugs and alcohol, AIDS, the increasing availability of guns, and escalating violence among adolescents both inside and outside school, she says, "There are a lot of snakes out there for teens." Moreover, in "Using Multimedia to Teach Conflict Resolution Skills to Young Adolescents," a paper she co-authored last year with colleagues from the IUB School of Education and the CDC, she writes: "Violence in the adolescent population is a serious health concern. All adolescents are at an increasing risk for exposure either as a victim, witness, or perpetrator."

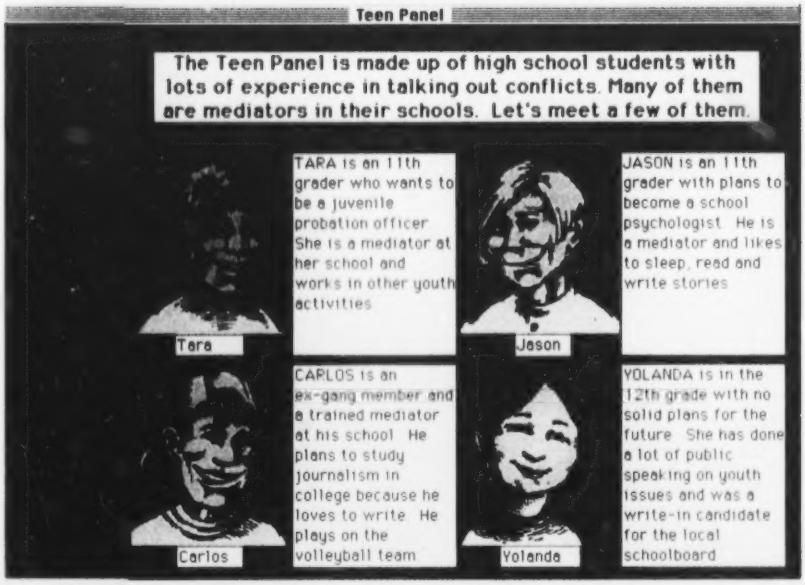
Despite the stark and frightening facts and the oft-recited litany of potential hazards, there is encouraging news. Schools across the nation, the paper continues, "have begun implementing various programs aimed at the prevention of violence in adolescents. Until recently, most efforts to reduce violence in schools and among students involved . . . disciplinary actions and traditional didactic approaches such as curricula, assemblies, or videos." Now, however, many educators have begun developing other approaches focusing on prevention strategies such as teaching interpersonal skills.

Bosworth, a leader in the effort to move beyond traditional approaches, believes that "we need not only to prevent violence, we must also practice peace." She has devoted the past three years to developing and implementing a strategy that promotes this concept. SMARTTalk (Students Managing Anger Resolution Together) is an interactive multimedia computer program she designed to foster conflict-resolution skills among adolescents. Based on an approach to violence prevention that emphasizes schools' positive, educative functions rather than their negative, repressive capacities, SMARTTalk is an outgrowth of Bosworth's sensitivity to the complexities of violence among adolescents and an extension of her interest and expertise in the educational potential of computers.

SMARTTalk guides students, singly or in pairs, through a series of listening, thinking, and problem-solving exercises that help them resolve an actual conflict. The program combines aesthetic appeal with timeliness and, Bosworth says, "considerable personalization and flexibility." It is also a discreet and "tireless teacher," she notes. Users can repeat simulations or interviews as many times as they wish without risk of embarrassment or judgment by others. They can also access information when it is most useful to them, not just when the teacher or the curriculum determines the need for conflict management lessons or when peer mediators are available. Another advantage of SMARTTalk is that it can be used to augment traditional approaches, all of which make exhausting demands of the people—administrators, teachers, peer mediators—who implement them. Most important, perhaps, SMARTTalk facilitates students' achievement of a sense of confidence in themselves and control over their environment—a key element in the attainment of nonviolent interpersonal skills. As Bosworth succinctly puts it, "Students' control over the choice of information and the sequencing of materials empowers them." Students' reactions to SMARTTalk have been overwhelmingly positive. One student says she wants

Kris Bosworth, Associate Professor of Education and Director, Center for Adolescent Studies, Indiana University Bloomington

BEST COPY AVAILABLE


Teen Panel
The Teen Panel is made up of high school students with lots of experience in talking out conflicts. Many of them are mediators in their schools. Let's meet a few of them.
Tara
TARA is an 11th grader who wants to be a juvenile probation officer. She is a mediator at her school and works in other youth activities.
Jason
JASON is an 11th grader with plans to become a school psychologist. He is a mediator and likes to sleep, read and write stories.
Carlos
CARLOS is an ex-gang member and a trained mediator at his school. He plans to study journalism in college because he loves to write. He plays on the volleyball team.
Yolanda
YOLANDA is in the 12th grade with no solid plans for the future. She has done a lot of public speaking on youth issues and was a write-in candidate for the local schoolboard.

The opening screen of the SMART Team CD-ROM. Both BARN (Body Awareness Resource Network) and SMARTTalk (sold as SMART Team by the distributor) are available through Learning MultiSystems (800-362-7323).

SMARTTalk to be available "for MY children." Another is emphatic about SMARTTalk's potential to curb violence: "Everybody, everywhere, in every school should have SMARTTalk. Then there would be fewer fights."

SMARTTalk is a complement to the Body Awareness Resource Network (BARN), a computer program Bosworth developed with colleagues while working as a research scientist at the Center for Health Services Research and Analysis at the University of Wisconsin–Madison during the 1980s. That program has taught more than two million adolescents about AIDS, drugs, sex, smoking, alcohol, diet and exercise, and stress management.

After developing BARN, Bosworth's focus shifted from behaviors that endanger the health of adolescents to development of social skills and other mental health issues. With funding from the Lilly Endowment, she and colleague Jerry Smith, a professor emeritus of education at IUB, spent a year in two urban middle schools studying how caring manifests itself in students and teachers. Findings from this study laid the foundation for the approach to violence prevention used in SMARTTalk. While perfecting SMARTTalk, Bosworth also began to study bullying. In a conference paper on bullying she wrote with colleagues at the Center for Adolescent Studies, she proffered the results of a semester-long study conducted in an Indianapolis-area middle school. Emphasizing the importance of sustained, high-level research activity aimed at understanding and developing interventions for bullying behavior, "The Impact of Bullying on Middle School Structure" reports that, in contrast to many European schools, "very few schools in the United States have attempted to implement schoolwide interventions or programs for reporting and handling bullying behavior. This is largely due to the lack of research on those behaviors and individual characteristics of bullies that contribute to aversive environments in our schools." Bosworth came to the conclusions that bullying is a "serious behavior problem" and that it results from bullies' "lack of skills in managing anger and conflict." It is the latter conclusion that motivated development of SMARTTalk and that most deeply informs schools' changing approaches to violence prevention.

Speaking of the origins of SMARTTalk, Bosworth recalls one day in late April 1992. "I was in a school," she says, "when the Rodney King verdict was issued, and I saw that teachers were unable to deal with the emotions students were feeling about the verdict and the riots that followed." Immediately, she began to explore what tools existed to help schools deal with violence. Bosworth had been "looking at the literature, reading curricula, and visiting schools with good programs," when the CDC announced the availability of a $350,000 grant for the creation of violence intervention technology "It seemed like a natural match to see how I could use this medium that is so attractive to teens to deal with the issue of violence," she says.

Of course, however appealing to the eye or effective a teacher of either academic or interpersonal skills, no computer program should, or probably ever will, replace student-teacher and peer relationships. Bosworth says, "Even if SMARTTalk is not the perfect or only program that a school should have in this area, it makes an important contribution and reaches teens in a way traditional approaches do not." Contemporary American teens live in a society in which "programs or strategies that enhance caring values, attitudes, and behaviors by providing students with opportunities to discuss caring, to demonstrate caring to others, and to participate thoughtfully in caring relationships with peers and adults are scarce," Bosworth says. The ultimate purpose of SMARTTalk is to instill in youth a sense of caring toward peers, adults, and themselves. This driving force is also behind the range of Bosworth's research into violence and caring, and creative activities like BARN and Youthfulooza, a festival she created and organized last year to celebrate the positive accomplishments of Bloomington teens.

Bosworth is spending the 1996–97 academic year in Atlanta at the CDC working with the Youth Violence Prevention Team on projects related to implementation of violence prevention programs in schools and communities. No matter where she is geographically,

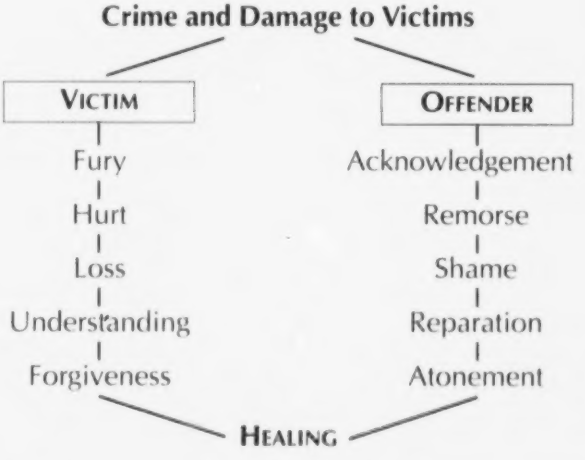
Bosworth says that her purpose is "to create media that is attractive to teens and theoretically sound for behavior change, and to give teens the tools they need" both to cope with an increasingly violent world and to change it into a more peaceful place for all to live.

Bosworth's creed resonates strongly alongside that of another influential American educator. A century ago, in 1897, the philosopher John Dewey set down his thoughts on the nature and purpose of education in a manifesto entitled "My Pedagogic Creed." In it, Dewey remarks upon the interconnectedness of education and social and moral reform and argues that "it is the business of every one interested in education to insist upon the school as the primary and most effective interest of social progress and reform in order that society may be . . . aroused to the necessity of endowing the educator with sufficient equipment to properly perform his task." For Dewey, social reform was a corollary to moral reform, and the latter depends upon the availability of "sufficient equipment."

Times have changed since 1897; "sufficient equipment" now includes technology that Dewey probably never imagined. Yet educators today continue to face many of the same urgent and fundamental problems that their counterparts did a century ago. Kris Bosworth has contributed significantly to the development of equipment that allows educators to perform their tasks and pursue their ideals most effectively. Her own brand of idealism is deeply rooted both in the world of scholarship and in the real, everyday world of American youth. In these worlds, she says, "Everything we do has moral implications." ♥

Picture this: a sixteen-year-old car thief, a first-time offender, sits in an Indianapolis neighborhood community center with his family, a few friends, a social worker, teachers, and his victim. A police officer helps negotiate between the parties present, first having the offender describe his offense and then asking the victim to talk about the consequences. At the end of two hours, the youth has apologized to the victim and offered to repay damages. To make amends to the community, he has agreed to spend fifty hours over the next two months doing volunteer yard work at a public nursing home nearby. As the conference concludes, the victim offers to hire the youth to help him rebuild his car engine. Far fetched? Maybe not.

Such conferences, offering both youth and victim a community of care, became an alternative to traditional court procedures for young offenders in Australia and New Zealand in the early 1990s. Studies indicate that youth offenders reoffend at a lower rate after participating in these conferences, called "family group conferences," than when their cases are handled through the courts. The youths, their families, and their victims have been so much more satisfied with these conferences than with traditional court proceedings that New Zealand has enacted national legislation authorizing their use. Edmund McGarrell, an associate professor of criminal justice and chair of the Department of Criminal Justice at Indiana University Bloomington and director of the Crime Control Policy program at the Hudson Institute in Indianapolis, is working on the first phase of a juvenile crime prevention program, modeled on the Australian program, to be implemented in some Indianapolis neighborhoods. Because it is important for the community to invest in the idea, the initial step involves neighborhood consultation beginning in the Butler-Tarkington neighborhood. McGarrell, who has longstanding interests in both juvenile justice and in the community policing movement, sees the conferences as "a nice melding of the community policing approach and the problem of juvenile crime." McGarrell anticipates that Indiana will follow the lead of Pennsylvania and Minnesota, two states that already train police officers as conference



In contrast to court proceedings that are typically dominated by attorneys, the victim and offender are the central figures in the restorative justice conference. Participants often experience a range of emotions.

by Michelle Branigan

facilitators. To date, two Indianapolis police officers, Jon Daggy and Pete Mungoluan, have been trained in the method and have facilitated successful conferences.

Restorative justice conferences offer a low-cost and expedient alternative to the usual juvenile court procedure in which "the juvenile by and large is a bystander in the process and not actively involved," McGarrell explains. "In the usual juvenile court setting, the young person is abstracted out of his or her community and life. Evidence suggests, however, that the most effective approaches to preventing continued juvenile crime often take place in the context of existing social and community networks. With the restorative justice approach, police and citizens can work together to deal with juvenile crime—one of the most serious problems that communities have—in a proactive way."

McGarrell reflects, "It's interesting; kids who say that they care about their parents and care about what their parents think about them are less likely to be involved in juvenile court." Beyond this, the forecast gets complicated and worrisome. McGarrell, who defines a youth who is at risk as one who is "identified by the mechanism of having been arrested and brought into juvenile court," sees today's juvenile court system as "an institution that's very limited in its ability to intervene and to prevent delinquency." The court system is so overloaded that it fails to respond to juvenile offenders until they have accumulated several offenses. "Then suddenly the system responds very harshly," McGarrell explains. The youth is removed from society and placed in a detention center, an environment where he or she quickly becomes part of a delinquent subculture with other youths who feel themselves to be societal outcasts. McGarrell's aim, in contrast, is to help young people learn to view themselves as members of the community and to be accountable for their own actions.

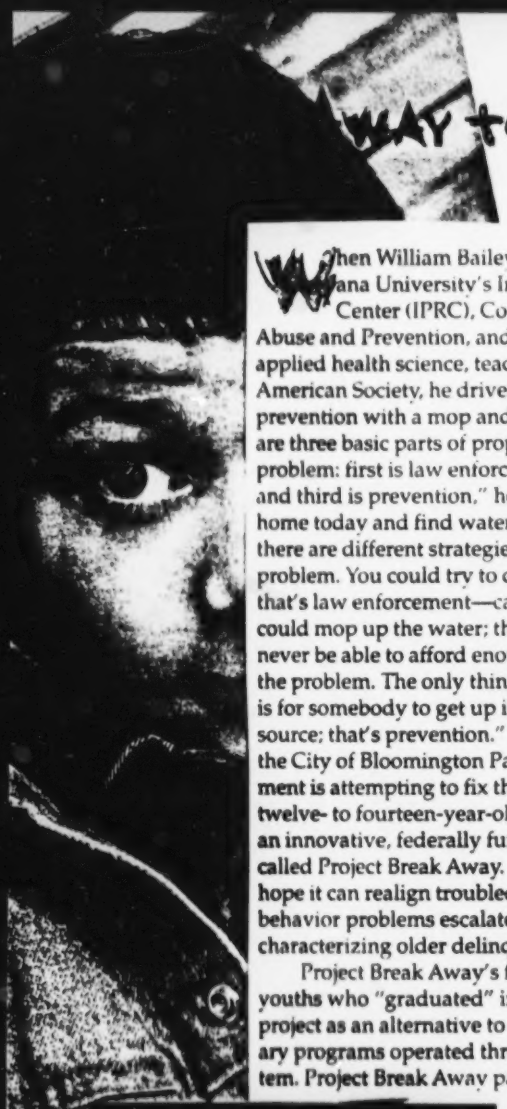
Whereas retribution is the premise of our Western judicial tradition, restoration, or reintegration of the offender into the community, characterizes the conference method. "The key," McGarrell says, "is to hate the sin but not the sinner." The idea for the conferences "comes out of a Maori practice that had long taken this kind of approach to disputes and conflicts," he explains. "It involves shame and the process of bringing offender, victim, and their supporters together as a community to talk about the incident, how it affected the various parties, and how they could try to resolve the conflict." One effect of the brief duration of modern court hearings—often as little as five minutes—is what Australian criminologist John Braithwaite has called the "systematic uncoupling of shame and punishment in Western society." As McGarrell explains it, "victims and juvenile offenders alike express a great deal of frustration with the system. They feel like nobody is listening to their needs, their concerns." The conferences, on the other hand, can instill a sense of responsibility in the youth and offer genuine reparation to the victim.

McGarrell's project does have its critics. Some people are skeptical that the conferences will be effective in a society as mobile as the United States, and McGarrell observes that some students in his juvenile justice course are uncomfortable with the notion of shaming involved, "perhaps because they find it too moralistic or even coercive." Police officers often view the approach skeptically, possibly because they see the conferences as outside their domain, as social work rather than as genuine police work. "If you talk to the Indianapolis police officers who went through the training, they describe themselves as skeptical at first," McGarrell says. "But now they are real advocates and believe that the experience is meaningful to the people who participate."

Edmund McGarrell, Associate Professor of Criminal Justice and chair of the Department of Criminal Justice, Indiana University Bloomington, and Director, Crime Control Policy Program, Hudson Institute, Indianapolis

Restorative justice conferences are well-suited to taking advantage of research conducted over the past ten years that shows the strong interrelationship between family systems, school performance, and peer relationships. A strong feature of the conference approach is that it acknowledges and involves the entire constellation of people and environments affecting the youth. Schools in Minnesota are interested in using the conferences to address truancy and substance abuse problems. In such cases, there is no clear victim, but the conferences would be similar to restorative justice conferences in that they would bring together the influential people in the youth's life, McGarrell says. "I was talking with an Australian training officer about the first time they did one of these conferences with a youth involved in drug usage," he adds. "The child's peers were the ones who had a powerful impact."

McGarrell sees the potential for extensive collaboration among scholars in different disciplines to address the problem of youth criminality. Collaborations between scholars in education, criminal justice, and social work examining how the problems youths experience are interrelated can lead to innovative approaches to juvenile crime prevention and to more successful conferencing strategies. McGarrell also believes that scholars need to find ways to inform public policy. "There is an uneasiness, often legitimate, that policy makers are looking for simple answers to complex problems and issues," McGarrell observes. "It's not an arena that accommodates the uncertainty and ambiguity that research involves. But the danger is that the knowledge that is accumulating may never becomes a part of that public policy debate. It's an issue we scholars need to examine." ♥

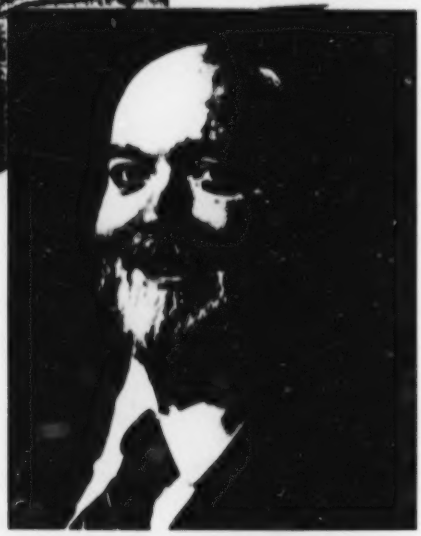


Way to Prevention

by Michelle Branigan

When William Bailey, executive director of Indiana University's Indiana Prevention Resource Center (IPRC), Co-Director, Institute for Drug Abuse and Prevention, and an associate professor of applied health science, teaches the course Drug Use in American Society, he drives home the need for drug prevention with a mop and bucket metaphor. "There are three basic parts of proposed solutions to the drug problem: first is law enforcement, second is treatment, and third is prevention," he says. "If you were to come home today and find water pouring from your ceiling, there are different strategies you could use to solve the problem. You could try to catch the water in a bucket; that's law enforcement—capture and contain. Or you could mop up the water; that's treatment. But we'll never be able to afford enough mops and buckets to fix the problem. The only thing that will solve the problem is for somebody to get up in the ceiling and fix the source; that's prevention." With the help of the IPRC, the City of Bloomington Parks and Recreation Department is attempting to fix the source of the problem for twelve- to fourteen-year-olds who are at risk through an innovative, federally funded, three-year venture called Project Break Away. Advocates of the project hope it can realign troubled young people before their behavior problems escalate into the more serious ones characterizing older delinquent youths.

Project Break Away's first alumni, about forty youths who "graduated" in August 1996, all chose the project as an alternative to more traditional probationary programs operated through the juvenile court system. Project Break Away participants spend three afternoons a week during the school year in the program, and in the summers, they meet every afternoon for several hours. The program's home base is Rhino's Youth Center, an all-ages club located near Bloomington's Courthouse Square. Project Break Away offers participants a range of educational and social activities. Sessions on alcohol, tobacco, and other drug (ATOD) issues, living skills, conflict resolution, and peer resistance are interspersed with recreational activities and job training. To maintain interest and to provide added incentive for the youths to modify their behavior, Fridays are reserved for excursions, such as a recent trip to King's Island or camping. All participants have volunteer mentors from the community, often college students, with whom they meet at least once a week. In the summer, the participants have the option of receiving a modest stipend for working on community volunteer projects. Collectively, these activities are intended to build participants' self-esteem, help them learn about the consequences of their actions, and allow them to gain control over their behavior.



William Bailey, Associate Professor of Applied Health Science; Executive Director, Indiana Prevention Resource Center; and Co-Director, Institute for Drug Abuse Prevention, Indiana University Bloomington

There is a mandatory parent component in Project Break Away, and parents may also take advantage of additional meetings, something encouraged through free transportation, babysitting services, and meals. The project staff is also available for parents to call for assistance or for information on community resources. These services help parents feel less isolated and consequently more able to effectively support their children through difficult times. "The parents know about the contract we have with their children, so they can reinforce it at home. Most parents are willing to help if it has to do with their children," Project Break Away Director Leslie Skooglund says.

Unlike many other youth probation programs, young people are never kicked out of Project Break Away. "They may not be invited to participate in certain activities if they have acted out," Skooglund explains, "but they are not kicked out of the program." The program has this policy because, as Monroe County Prosecutor Carl Salzmann puts it, "these kids already have learned that failure is their lot in life. They are comfortable with it. Project Break Away is designed to give them a fresh start." To provide this, Skooglund and her staff, which includes a probation officer, a social worker, teachers, recreational leaders, and volunteer mentors, work with the youths individually to help them set realistic behavioral goals. Skooglund, who with a co-worker conceived of the project and then worked with Bailey and his staff to write the grant proposal for the project, believes that it has partly been this emphasis on individualized planning for the participants that has contributed to the project's success.

While the IPRC oversaw the grant application for Project Break Away, IPRC's sister organization, the Institute for Drug Abuse Prevention (IDAP), will conduct rigorous, long-term evaluation. Project Break Away participants are preassessed using a range of survey instruments—their knowledge of ATOD issues, school attendance records, and probation reports, for instance. Over time, IDAP evaluators will compare pre- and postassessments with those of a control group of youths who have entered the juvenile probation system but who are not involved with Project Break Away. IDAP's Jim Koch, an evaluation specialist who is supervising the evaluation, says Project Break Away is also part of a cross-site evaluation, one of fifty projects across the United States, supplying data for a national baseline. This baseline will help identify effective prevention strategies for the future.

Skooglund points out the importance of qualitative evaluation, too. Part of Koch's job, therefore, is to observe participants and to talk with staff. "What the kids are getting out of it does not necessarily match our original list of goals and objectives," Skooglund says. "How do you measure attitude and outlook, for instance?" A long, heartfelt letter sent to the staff by one graduate, full of warmth and optimism, concluded with testimony illustrating that Project Break Away is a strong and positive experience for its participants: "If you can tell me when Project Break Away starts next year, I will try to come see you when I can. You probably already know this, but I am starting high school next year, and I don't know how I am going to make it through the year without your support. I know we've had our differences, but I'm so glad that you were behind us." Several parents of Project Break Away participants began noticing positive changes as early as three months into the project, commenting that their children seemed more lighthearted, more willing to talk, happier, and more responsive than before they began attending Project Break Away.

An important key to understanding the youths in Project Break Away and how to help them is understanding their anger. "There is a tendency for them to get angry when something is out of their comfort zone," Skooglund says. Although low literacy skills initially caused many participants to act out, Skooglund and her staff have learned to anticipate and more effectively deal with situations involving written materials. "We would get a lot of anger when we did self-esteem worksheets," she notes. "These kids are with their peers, some of whom already have literacy skills. If you are in the ninth grade and haven't grasped a concept yet, you are uncomfortable. Now that we know it's a problem we pair the kids up with staff so we aren't asking someone to do something they can't do," Skooglund explains.

One surprise for the project staff has been that girls are as violent as boys. "We wrote in the grant proposal that we expected our target population to be about 75 to 85 percent males, but it is 50 percent males and 50 percent females, referred to us at the same rate," Skooglund says. "Girls are now in gangs, and they are more reactionary than boys. Whereas a boy might harbor resentment and then later blow, the girls' responses tend to be immediate."

Skills training and modeling are two of the ways in which the staff helped participants gain control of their emotions. "One way they've been able to build their self-esteem, and possible reputation at school, is by threatening violence and committing violent acts," Skooglund reflects. "At first, we would hear one girl say to another, 'meet me in such and such a spot because I'm gonna beat the crap out of you.' Later, one girl began with, 'I don't like it when you call me a bitch,' and both girls used 'I' statements. We stood there while they hashed it out, and when it was done, they hugged," she observes. The staff has also noticed that participants are much more apt to talk and to display interest and involvement when they are within small, familiar groups. To take advantage of this, participants now spend part of each day meeting in small groups, perhaps in a coffeehouse or a park with the staff member they know best.

Spot the Firehouse Dog is the mascot for Bloomington's community radio station, WFHB. Some Project Break Away participants assisted Bloomington artist Joe LaMantia with the sculpting of the dog.

Skooglund admits that it is not possible to succinctly state what makes a youth at risk. "Being born" is what makes a kid at risk, she says only half-jokingly. Bailey agrees that there are no easy answers to the question of why some youth end up in trouble. "In epidemiology, we talk about a 'web of causation,'" he

explains. "In talking about the onset of youth smoking alone, there are at least 150 well-documented correlates, and you can break each of them down into subcategories—exposure, history, whether tobacco is grown in the community, and so forth. Maybe it takes three or four of these correlates to account for as much as 1 percent of the variance."

Bailey can point to other data, though, that illustrates that prevention efforts matter. "Indiana has substantially greater drug problems than the national average for virtually every drug," Bailey states. He cites Indiana history and culture as part of the reason for this. "We tend to be one of the most conservative states in terms of what we ask the government to do and what we ask local schools to do," he says. He also believes that the rural nature of the state "lulls people into a false sense of security. You can go into a farm bureau in any county and buy syringes stocked for veterinary use."

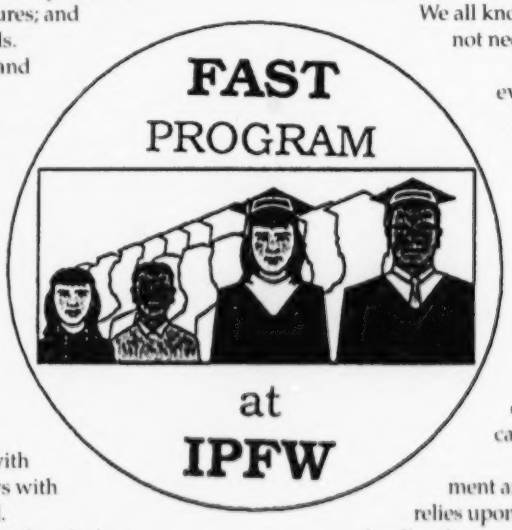
Indiana's relationship to the rest of the nation also bears mentioning. Geography is in part to blame for the accessibility of drugs to youth in the state. "Indiana is the crossroads of America. Heroin and cocaine are run up and down Interstate 65 from Florida and Mexico to Chicago," Bailey notes. Youth's immersion in mass media also makes a difference. "How many schoolteachers know about rohypnol, the date rape drug?" Bailey queries. "Kids do. Something is on MTV and it's seen all around the world, whereas try to spread that information among adults in the community who need it to make decisions and you can't get that information out as fast." With the help of the IPRC, Indiana is rapidly developing the infrastructure it needs to effectively address drug prevention and other issues related to dealing with youth who are at risk.

If all goes well, over a three-year period Project Break Away will help 120 youths who are at risk develop the skills they need to stay out of trouble. Because of the rigorous evaluation that is a part of the grant design, the project may serve as a model for subsequent programs badly needed throughout Indiana and in other states. Overall, Project Break Away has already proven successful because it "gives the kids what they need and want—structure and responsibility," Salzmann says. Koch agrees, noting that by the third month of the project, he had already seen a dramatic decrease in violent behavior among participants. Participants are in the program for a full year, but Salzmann cautions that it is only part of a larger solution. "A social network for the long term is also needed," he says. "Recidivism will decrease only if we continue to help youth build a relationship of care with adults." ♥

21

by Lucianne Englert

For children who are at risk, a plethora of hurdles stand between them and a college education. Usually economically disadvantaged, many come from families where no one has seen the inside of a college textbook and from communities where few have attempted higher education. Some young people who are at risk have difficulty even sticking around for a high school diploma, and many struggle with their grades. Minority youths who visit a college and talk to the few people of color hear about the struggles that minority students face above and beyond the decidedly white norm, such as subtle and obvious racism from students, faculty, and staff; lack of adequate social support from persons of similar races/social classes/family structures; and difficulties with Eurocentric class materials. Added to all that, when youths' physical and emotional survival demands their daily attention, a college degree seems a far off, childish dream.



In spite of all these obstacles, since 1988, hundreds of youths in Fort Wayne have taken the FAST track to higher education. The Future Academic Scholars' Track (FAST) program at Indiana University–Purdue University Fort Wayne provides opportunities for students of all races who are at risk. FAST endeavors to improve students' basic educational skills and to develop in them positive attitudes and aspirations about college. The FAST program works with students beginning in sixth grade and stays with them until they graduate from high school.

According to Director Marcia Tapp-Sanders, before the inception of FAST, the country's few similar programs looked only at one part of the puzzle—only study skills, for example, or only social issues. "Bettye Poignard, who was director of multicultural services, wanted to make sure we addressed everything: academic experiences, affective experiences, and precollege planning," Tapp-Sanders says. "She wanted to give the students everything they needed to succeed." And succeed they have. Since 1992, of the 42 students who have graduated from FAST, 36 chose to attend college. Of those students, nine have graduated and eighteen are still enrolled.

FAST's first goal is to help students improve their math, science, and communication skills and to develop good study habits and time management skills. The program works to provide opportunities for students to build their self-esteem and to encourage them to aspire to pursuing higher education. Students also benefit from a variety of career development experiences. For additional support, FAST attempts to assimilate parents into the program at every level and to build cooperative relationships between public schools, the private sector, parents, students, and university personnel.

FAST participants represent a range of socioeconomic backgrounds and academic abilities. "When you think about it, 'average' students are at risk because so much focus is placed on those students who are doing well in a classroom," Tapp-Sanders says. "There are many programs in place for the A and B students, so it's the C and C-minus students who get overlooked. We all know that everyone who goes to college is not necessarily an A or B student."

FAST students attend "academies" every other Saturday during the school year. During each half-day program, every student attends three academic experiences and one affective experience covering a topic such as building self-esteem, values clarification, or goal setting. Alternately, they may participate in a special session on a topic such as test taking or Scholastic Assessment Test (SAT) preparation. Occasional field trips provide opportunities for participants to experience cultural activities and to increase their career awareness.

Originally funded by the Lilly Endowment and the Foellinger Foundation, FAST now relies upon Foellinger's continued support and funding from several Fort Wayne area foundations and corporations. "Every year, we're only financially able to accept twenty additional sixth grade students," Tapp-Sanders says. "We have a waiting list that averages twenty-five to thirty-five students, and we get phone calls all the time from parents who want their children to join the program. Ideally, we want students who can start in sixth grade, but we know that some are being missed. We do have some students who drop out of the program so we can add students from the waiting list who are seventh, eighth, and ninth graders," she explains.

Formal evaluations of FAST indicate great success in improving student skills and encouraging students of color and students who are at risk to attend college, and anecdotal evaluations" agree. In the words of one FAST graduate of color, "I think everybody should have the opportunity I had. Even white kids." ♥

A Legacy of Help for Young Athletes

by Mary Hrovat

Gary Sailes still remembers the high school physical education teacher who put together an ice hockey league in which he played as a teenager. Years ago, in Utica, New York, Joe Gilberty coached the players and worked to get them uniforms and time on the ice. Sailes, raised as one of four children in a single-parent home where he "knew poverty," honors the memory by carrying on the effort to reach young people in need of help and passing along to them the values he has found in sports throughout his life.

Sailes, an associate professor of kinesiology in the Department of Kinesiology in the School of Health, Physical Education, and Recreation at Indiana University Bloomington, founded and helps run the Indiana Sports and Education Consortium. The consortium works with Indianapolis young people who are at risk, offering them opportunities to participate in sports and to receive life-skills training. Sailes describes the consortium as a loosely structured group of people who believe in the possibility of a positive future for inner-city youths and that the best way to reach them is through sports. The consortium has received support from a range of sponsors, including the Indianapolis Colts football team and the Indiana Pacers basketball team, which supply tickets to games and team gifts, and Nike, which has supplied T-shirts to participants in consortium programs. Sailes has also secured media support; radio stations WTLC and WHHH have supplied advertising spots, the *Indianapolis Star and News* and the *Indianapolis Recorder* have provided coverage and free advertising, and American Cablevision hosted Sailes on one of its shows in April 1995. The Lilly Endowment has made a $40,000 two-part grant to the consortium. The first part was earmarked for developing programs like a one-day convention held last year that was attended by three hundred inner-city kids and the Indianapolis Academic All-Star Camp. The second part of the grant will be used to create a research center at IUB for the study of the African American athlete.

Gary Sailes, Associate Professor of Kinesiology in the Department of Kinesiology in the School of Health, Physical Education, and Recreation at Indiana University Bloomington

Thirty Indianapolis high school athletes attended the All-Star Camp, which met weekly for ten weeks in a venue provided by the National Institute for Fitness and Sport. The purpose of the camp was to prepare the students for college. Sessions included work on Scholastic Assessment Test (SAT) preparation, time management, relationships, and other academic and social skills. The participants, chosen by the consortium were inner-city students in their junior or senior years of high school who were players in good academic standing on their high school basketball teams, recommended by their coaches, and planning to attend college. (All of the students selected were African American, as the Lilly grant was given specifically to help inner-city African American students.) Participants have responded positively to the camp, reporting that they feel better prepared to succeed in college.

This training in life skills ties in with Sailes's work in the sociology of sport, which deals extensively with the African American athlete. He champions the rights of the African American athlete in college and university sports and educates African American athletes, especially males, about the true nature of professional sports as a career option. A career as a superstar in professional sports is a beguiling dream for young men who may feel they have few other opportunities and little help in making something of their lives, yet Sailes can cite statistics showing that professional sports offer this magic escape for only a tiny fraction of all athletes who play football or basketball at the high school level. Instead of encouraging the young people he works with to rely on dreams of superstardom, he helps athletes use their time at school wisely and get an education that will help them earn a good living. Sailes does not push tennis, his sport, as a profession. For some of the students he coaches, however, it can be a means of attending college and building a better future for themselves.

Sailes recalls being involved in many sports in his youth, but it was not until his years in graduate school that he got hooked on tennis through a required physical education course. He coached tennis at the university level for fifteen years and played tennis professionally on the Midwest Grand Prix circuit in the

One of Sailes's students keeping her eyes on the ball

1980s. Now, after arthroscopic surgery mended a problem knee, he has returned to the sport and hopes to be ranked in play this year by the American Tennis Association (ATA) and the the United States Tennis Association in doubles. He was ranked in the top ten in the country last year in doubles by the ATA and hopes to improve on that in 1997. In the spirit of R. Walter Johnson—mentor to Arthur Ashe and other African American tennis players—and of Ashe himself, who helped found the National Junior Tennis league, Sailes works hard to provide opportunities for young African American men and women in tennis. He serves as chairperson of the National Multi-Cultural Committee of the U.S. Professional Tennis Association (USPTA) and as Midwest Director for Junior Development for the ATA, the oldest African American sports organization in the country. He also coordinates and coaches at the Midwest Tennis Association (MID TAC) Junior Development Camp, held at IUB each summer.

The work Sailes does to promote tennis includes coaching for the ATA and scouting for the association's four-day tennis camp held annually at IUB and attended by approximately two dozen young African American tennis players. The camp is a "tune-up" for the MID TAC regional tournament, held immediately afterward. The camp costs participants (many of whom come from lower-income homes) only their room and board—approximately $60 for three nights. MID TAC supplies funds to pay for coaching staff and equipment. Sailes notes that a unique feature of the camp is that it provides "racial homogeneity" so that participants can feel comfortable interacting on the basis of who they really are rather than on the basis of their skin color. He talks of "inferiority anxiety" that clouds the interactions of people in racially mixed groups, an anxiety entirely absent in these camps, he explains. Feedback from participants has been positive, and there are plans to extend the camp to an entire week.

The factors that put a young person at risk, Sailes says, include being raised in a single-parent family, poverty, and previous criminal behavior. He describes his work as both intervention and prevention. Some youths he works with in Indianapolis, through the consortium, come from impoverished single-parent homes in bad neighborhoods. While many of these youths are not in trouble, they are in need of the love and support that will keep them out of trouble. Other young people he works with have already broken the law and need help in escaping destructive patterns. Sailes says some youths are harder to work with than others and that it can take longer to make a positive difference in some young people's lives. Despite these variations, he believes that any person who wants to learn and to change can change. "If there's interest and motivation, anybody can learn," Sailes states. "I don't give up on any kid."

Sports can help young people who are at risk simply by giving them something positive to do. "Idle hands are the devil's workshop" is a cliché, but Sailes says that study after study proves that the adage is true: kids with nothing to do are more apt to get into trouble. With peer pressure—one of the hardest things to overcome, Sailes notes—sometimes pushing kids toward harmful activities, keeping them busy with an organized sport that they enjoy is a vital step toward helping them overcome negative factors. Furthermore, in learning to perform a skill and to perform it well, a young person grows in self-esteem and self-confidence. An organized sports program can also teach self-discipline and the art of interacting with others.

Sailes provides plenty of opportunities for this type of social and personal growth. He asks young tennis players to prepare lists of goals for themselves for the immediate future, the short-term, and the long-term, and encourages them to plan how to reach these goals. The Indiana Sports and Education Consortium also emphasizes social and academic skills that young people will need in college and on the job. In single-parent households and households at or near the poverty level, there is often not time for anything beyond getting through each day. Children may not learn how to organize their work, how to set tasks and complete them, or how to resolve differences with other people. It is vital for these young people to have someone teach them the organizational and conflict resolution skills they will need to

successfully navigate the intricacies of life outside their homes. One of the most important things Sailes has to offer, though, goes beyond helping young people learn sports or develop coping skills: he loves and believes in the youths with whom he works, and this alone can be a powerful aid in protecting them from some of the negative factors in their lives.

Sailes can point to some heartwarming success stories. Some players he coaches in tennis are considering going pro with their sport; he cites the example of a fourteen-year-old girl who has a couple of options before her: becoming a professional tennis player or getting a tennis scholarship to help her through school so that she can become a lawyer. Sailes is also working with a young woman from a single-parent family that is struggling financially. The family moved to Indianapolis from Omaha expressly so the young woman could be coached by Sailes, who found some funding to help meet her expenses. She is an honor student at Brebeuf Preparatory School in Indianapolis, where she will be starting her senior year this fall. Her goals include getting a college degree, and she intends to try for a tennis scholarship to help her attend college if an academic scholarship is not available. Whether tennis turns out to be a livelihood or a means to attain the education necessary to secure a livelihood, proficiency in the sport can be a valuable asset. It can help youths who are at risk escape from the circumstances in which they find themselves and helps them create better futures for themselves.

Sailes sees plenty of work still to be done. There is a continuing need for more support for young players moving from the intermediate to the elite level, and both USPTA and MID TAC are working to enhance the coaching skills of minority coaches. As chair of USPTA's National Multi-Cultural Committee, Sailes is responsible for helping to identify sources of funding to train inner-city coaches. Besides extending the tennis camp held heat IUB, MID TAC plans to expand tournament play so that junior players would play a circuit, just like pros, competing in each city in the MID TAC. Sailes is involved in these plans and with efforts to recruit people in each city to provide food, housing, and transportation for the athletes as they travel the circuit.

In following the sport that he loves and using it to help young people in areas where he "saw the need," Sailes is a role model for the disadvantaged youths with whom he comes in contact. He is showing them that not only are there opportunities beyond the poverty they know now, but that it is possible for them to master a skill that enriches their lives in many ways, a skill they ultimately can share with others to improve their lives as well. ♥

For many junior high school students, college is a distinct possibility. For others, however, it is hardly more than a word, an improbable dream. Destination: Education IUK (D:E), run by Indiana University Kokomo, is an early intervention scholarship program devoted to transforming that dream into reality. D:E serves Kokomo-area seventh graders who have high academic potential but who face economic, social, or other barriers to academic and personal success, offering these students an emotional, intellectual, and financial support system that increases their chances for a brighter future.

The brainchild of Steve Daily, then vice chancellor of external relations at Indiana University Kokomo (IUK) and a former high school English teacher, D:E was founded in 1991. The inception involved a dozen seventh grade teachers from the Kokomo-Center School Corporation nominating eighteen students who, in their opinion, met a "high potential facing high odds" profile. Daily, who is currently executive dean of Ivy Tech State College, Kokomo, says the idea for D:E emerged from discussions with his wife, an elementary school teacher, about "how to get to children who are at risk at an early age and to help them overcome many, many barriers." They decided, Daily says, that "the best time for the university to intervene is when children are leaving junior high school and entering high school."

The program now has 102 students in grades 8–12 from all five Howard County schools. Supported by local individual donors, businesses, and community organizations together with grants from the Kellogg and Howard Community Foundations, and involving IUK faculty and students, as well as community volunteers, D:E is a collective effort. It is, says D:E Coordinator Mary King, "a wonderful opportunity for people in the community to make a difference in the life of a promising young student."

by Todd Avery

Destination: Education IUK

Each spring, seventh grade teachers nominate potential D:E students. An advisory committee makes the final decision based on academic potential and the severity of the odds against each student's success. The twenty to twenty-five selected students enter the program during the summer following seventh grade and are offered "educational, social, occupational, and cultural activities to further enhance their abilities and secure their success in the future," according to D:E Assistant Coordinator Cyndi Fisher, an IUK student.

During the summer, IUK holds a "Discovery Week" during which D:E students take part in educational, cultural, and social activities both on and off campus. The overarching purpose of the week is to familiarize the students with college life. Howard County teachers and IUK faculty volunteer to teach minicourses with titles ranging from Mind Your Manners to Introduction to Russian. "We're not social workers," Fisher says. "What we want to do is involve the students in the university so that when they graduate they will have contacts and will be familiar with the college environment." Additionally, King says of her vision for D:E's future, "I can see us sponsoring more activities that are age- and grade level–appropriate, a majors fair for seniors, Scholastic Assessment Test (SAT) preparation for sophomores and juniors, and high school preparation for eighth and ninth graders."

Following the initial summer session, D:E students are paired with volunteer adult mentors who maintain weekly contact with them during the next five years, assisting them throughout high school. "Adult mentors," says former D:E Coordinator Jessie Griffith-Critterton, "are crucial to the student's overall success." Daily concurs; "The mentoring is probably the most important part of the program," he says. One mentor explains that "D:E offers students an opportunity to expand their educational and social goals, and D:E offers me an opportunity to make a difference in a student's life in a very personal way."

Besides the adult mentors, IUK student liaisons and high school peer facilitators provide encouragement to D:E students. Fisher, who is the ninth grade and eleventh grade liaison, says, "liaisons and mentors really play an important role. We are the link; we are the ones who find out what is happening in the students' lives. I've bonded with several of the students. I've even taken them with my husband to see Shakespeare in the park." Fisher, a psychology major, finds that her academic and D:E work are intimately entwined. "I apply what I'm learning from working with all different sorts of people," she says. "Everything you learn, you want to practice." It is a formula that, the D:E community believes, will apply to D:E students as well.

D:E provides a $2,000 scholarship, funded by community sponsors, either toward the student's first year at IUK, or, alternatively, if the student chooses to attend another college or university, toward IUK summer classes or college-level courses during the senior year. This fall, students from the first D:E class will begin their college careers. Fifteen of the original eighteen students remain active, and Fisher enthusiastically awaits the results. "This is the year of truth," she says. "We're still a pilot program. But if a third of the senior D:E class goes to college, then I think we will have done our job." ♥

The Demonstration of Caring

by Lucianne Englert

While conducting research in a Florida facility for first-time juvenile offenders in 1990, Janie Canty-Mitchell discovered a startlingly simple fact: all the adolescents she interviewed had experienced loss of caring and supportive people in their lives. She noted that these losses usually occurred immediately prior to the adolescents' initial delinquent activities. Since that experience, Canty-Mitchell, an assistant professor at the School of Nursing at Indiana University–Purdue University Indianapolis, has focused her research on the health needs of minority adolescents who are at risk.

"Sometimes 'at risk' has been used to define minority youth, but I think it's really a very general term," Canty-Mitchell says. "It really means youth of any racial or ethnic group who may have potential for developing health problems in the future. That could be for various reasons: it could be economic circumstances, the social conditions in which they live, or their environment."

Since her experience in Florida with juvenile offenders, Canty-Mtichell has looked specifically at the issues of caring and hope. When she began the study in Florida, Canty-Mitchell was particularly interested in "what kinds of concerns this particular population had in the area of health, but when I arrived at the facility, I realized there were much broader issues youth were concerned about," she explains. "The theme that seemed to present itself was 'survival in the face of loss,'" she continues. Many of the juveniles had experienced a death in their family and some had even witnessed the death. "Based on my interviews with the youths, their delinquent activities seemed to happen after these losses."

Janie Canty-Mitchell, Assistant Professor of Nursing, Indiana University–Purdue University Indianapolis

Canty-Mitchell's doctoral dissertation focused on the specific stressful events that had occurred in the lives of the youthful offenders in the Florida facility and how those events had affected their hopefulness and ability to take care of themselves. Losses of family members and significant others created a loss of caring, protection, safety, discipline, control, and support. All these losses posed real threats to the adolescents' survival—physical, emotional, and social. For the youths she studied, "survival in the face of loss" meant learning how to continue to function on a daily basis and to make do with very limited resources, in spite of all their losses. Canty-Mitchell found that for these youths the manifestation of delinquent or destructive behavior appeared to be a mechanism the juveniles developed and used to survive in the face of their tragic experiences.

"Most of the earlier research about juvenile offenders came from the perspective of sociologists, psychologists, and criminologists," Canty-Mitchell notes. "I started out more qualitative, investigating factors influencing health, well-being, and delinquency from the juveniles' point of view." The definition of caring Canty-Mitchell developed—or, more precisely, the youths' definition—covers behaviors and activities that demonstrate assistance and support to the individual and actions perceived by the individual as expressions of love, attention, concern, respect, and support. "They thought it was important to have someone respect them as a person and respect their concerns," she says. "Another big area in caring is having some limits," Canty-Mitchell adds. "The youths wanted and needed discipline—not discipline in the sense of harshness, but as instruction in how to do the right thing."

Canty-Mitchell's writes of the types of loss and pain experienced by the youths: physical or emotional loss of a parent, relative, or significant other; loss of educational experiences; loss of respect from family and other adults; loss of a safe environment; loss of personal goals or the feeling that there is meaning to life; loss of people who cared for them; loss of identity; loss of economic support; loss of discipline; loss of self-control; loss of a positive outlet for expressing emotion; loss of social control. The juveniles Canty-Mitchell studied suffered not just one or two of these losses, but several, often over and over again.

"The prescription for health and well-being for youth at risk may be improved caring and support by nurses, counselors, significant adults in the community, teachers, and family, all of whom are in positions to provide a listening ear to youth," Canty-Mitchell says. It takes an entire community to create the caring environment necessary for youth who are at risk to develop into productive citizens, she asserts. In nursing, caring theory has traditionally focused on the nurses who provide caring to individuals, families, and community groups, according

to Canty-Mitchell. Her study with juvenile offenders suggests that nurses should go beyond provision of caring to actively promote caring in youths, their families, and significant others within the community.

During a two-year postdoctoral fellowship at IU, Canty-Mitchell expanded her research on caring in an attempt to quantify its affect on adolescents. Starting with caring issues within the family unit, she developed the Adolescent/Family Caring Scale, which was tested with 237 youths in the Indianapolis public school system. She found that lower scores on the family caring scale were related to low hope in the youths and increased number of reported physical fights with family members and others. In July, Canty-Mitchell submitted a grant proposal to the National Institute of Health for funding to continue her research. "I want to investigate how family caring, hope, and other factors relate to a wider range of aggressive behaviors," she says.

Canty-Mitchell with Ruth Godsey (left), a lay minister coordinator for Broadway United Methodist Church, and Mary Boykin (center), staff supporter to the summer youth program at Broadway. Godsey is the volunteer recruiter for the summer youth program. Through her efforts, more than one hundred volunteers are recruited for the summer youth program each year. Boykin is directly involved as a staff worker in the summer youth program. The kids call her "granny."

Grant proposal writing and formal research are only a part of Canty-Mitchell's involvement with youth. Active in volunteer work in church and other settings, she extolls the value of service in improving communities and society as a whole. "Volunteer service to the community demonstrates a commitment level beyond programs and services tied to research grants," she notes. The question she always asks herself is, if research or program money were not available, would I still be interested or willing to contribute my time and energy? The answer for Canty-Mitchell is an unequivocal yes. In the summer of 1995, she and Sharon Garrett, a master's student in IU's community health nursing program, developed the Creating Caring Communities project in conjunction with staff from the summer youth program of Broadway United Methodist Church in Indianapolis. This volunteer effort created a pilot project that helped focus youths on caring for themselves and for their community. "It transcends the family," Canty-Mitchell says. "It's important for families to care for youth, but it's also important for people within the community to care." She felt the church group provided the proper foundation for the youths to learn how to build a caring community with the help of supportive adults.

In eight two-hour sessions throughout the summer, Canty-Mitchell worked with the church's youths, designing discussions and group activities centered around community and caring. After the youths involved identified specific problems in the community that were of concern to them, Canty-Mitchell challenged them to help tackle some of those problems. The top priority in the minds of the adolescents in the program was violence in their community. Like many people in all walks of life, the youths felt the problem of violence was so severe that they were powerless to address it. "It was a challenge to get them to see what they could do on a small scale. One youth simply said, 'I will not fight,' and her project was supported by the Creating Caring Communities participants and volunteers. Another youth set up small recycling projects. One youth was adamant about 'doing something about too many liquor stores' in his neighborhood; he started a petition to limit the number of liquor stores."

Empowering the community's youth and helping them trust their own perspectives were goals of the Creating Caring Communities program. "I think that, in many instances, when we talk about youth who are at risk, there's always the feeling that we as professionals have to *do* something *for* the youth," Canty-Mitchell says. "The new paradigm, I believe, would be working together *with* the youth to create solutions to problems within their communities. Whenever there's this idea that we have to do for the youth, it indicates that we think youth are not capable of doing for themselves, that communities are not capable of doing for them," she adds.

"I've always wanted to have governors and legislative bodies proclaim a 'Year of Youth,' and in that year, to look at the creativeness of youth in all communities," Canty-Mitchell says. "We're so focused on the problems—violence, single-parent households, teenage pregnancy, sexually transmitted diseases—that we don't focus on the greatness, on what is creative, and all the gifts and the strengths," she asserts. "What if, for a year or two, we looked at the gifts and the greatness in our

by Mary Hrovat

Patricia Ardovino's background is unusual for a graduate student: she has twenty-two years of experience in planning and implementing programs for people with mental retardation who are considered at risk or who have been criminal offenders. Her work experience includes seven years in Ohio and fifteen years in Memphis, where she provided recreation programs for children, young adults, and elderly individuals who are mentally retarded. When she left her job to return to school, she was directing the Raymond Skinner Center, which provided recreation opportunities to people of all ages with a variety of disabilities. Ardovino, currently in her third year in the doctoral program in human performance in the School of Health, Physical Education, and Recreation at Indiana University Bloomington, is majoring in leisure studies with a minor in criminal justice. Her background gives her insight as she explores the question of what role leisure activities play in the lives of potential offenders who are mentally retarded and people who are mentally retarded who are incarcerated.

Patricia Ardovino, graduate student, School of Health, Physical Education, and Recreation, Indiana University Bloomington

Ardovino describes the link between mental retardation and risk of delinquency as indirect. There is not so much a link between the retardation itself and criminality, as there is between lower income levels and unstable family situations and both retardation and criminality. Mental retardation adds another level of risk to young people's lives, making it even more vital for them to receive support to keep them from drifting into trouble. An important task for people who work with youths who are at risk is to find activities to substitute for so-called "purple" recreation (harmful or thrill-seeking behavior such as vandalism). In Memphis, Ardovino worked with people who are mentally retarded and who had been convicted of crimes ranging from sex offenses and homicide to drug use and drug dealing, and occasionally vandalism and underage alcohol use.

Ardovino's ideas about how to help people stay out of trouble revolve around two concepts. First, it is important to ask what people who are mentally retarded want to do with their time. Caregivers tend to assume they know what's best for the mentally retarded, Ardovino points out, but individuals who are mentally retarded need to be allowed to express for themselves what they want, rather than have caregivers always decide for them. The key to avoiding purple recreation is to "go with something an adolescent enjoys and build around that," she says. The second crucial point, once an area of interest is found, is to promote mastery in that area. In such an activity as bowling, this mastery might include elements like using public transit to get to the bowling alley and negotiating the rental of equipment.

An advantage to the discipline of leisure studies, Ardovino feels, is that it can include any field in which a person has an interest, from bird-watching to astronomy to anthropology. The important thing is to use existing areas of interest so that a person can find meaningful activities to fill leisure time. Often young adults who are mentally retarded lose touch with social networks that can help provide stability; after about the age of sixteen, many leave school and become disconnected from opportunities for positive activity. In her work in Memphis, Ardovino says, she found sports to be useful because they are something many people enjoy, and they can help provide stability in people's lives. Training, practice, and competition offered a structure in which the therapeutic recreation specialists could see the mentally retarded several times a week making it easier to ensure that they maintained contact with people who could help them.

Ardovino's research and classwork at IUB draw upon three disciplines: study of the mentally retarded, criminal justice, and recreation studies. A great deal of research has been done on each of these three fields, as well as the areas where any two of them overlap. She is blazing a trail, however, in the study of where all three intersect. She is still taking classes and working on a literature search, but already the professors with whom she works are enthusiastic about and supportive of her efforts to tie the three fields together. Ardovino hopes her work will eventually help people responsible for planning programs for the mentally retarded and be useful to scholars in all three fields of study. When she has completed her doctorate, she thinks she would like to teach at the undergraduate level, especially if she could combine that with work on a recreation program for the mentally retarded in an urban community, blending elements of her past work experience with the scholarship and teaching experience she is gaining at IUB. ♥

communities? I think it would be transformational. It would let youth see that they are being viewed by society as more than the potential problems they could create. They are being seen as what they could become."

Canty-Mitchell points out that youths have within their nature resiliency, "protective factors that help them achieve great things despite all the negative images that are portrayed. For the most part, I see that the youths within our communities aspire to achieve. They have ambitions and goals, but along the way they may be stopped from realizing those ambitions," she says. "To help them realize those ambitions it is up to coalitions working together to create caring communities." ♥

From Inquiry to Publication: Books by Indiana University Faculty Members

Banta, Trudy W., and others. *Assessment in Practice: Putting Principles to Work on College Campuses*. San Francisco: Jossey-Bass Publishers, 1996, 387 pp., $34.95, paper.

Drawing from 165 actual cases, the authors illustrate methods and techniques covering a wide range of assessment objectives in diverse types of institutions. Classroom assessment topics include mathematics, foreign language, technology, and more. Topics on overall institutional effectiveness range from student motivation in standardized testing to a multiple-campus, course-embedded approach to assessment of general education. Banta is a professor of higher education and vice chancellor for planning and institutional improvement at IUPUI.

Barton-Kriese, Paul. *Nonviolent Revolution*. Nairobi, Kenya: Shirikon Publishers, 1995, 111 pp., $25.00, paper.

This book presents a model of nonviolent revolution useful in studying comparative and international politics and peace initiatives. Using case studies from Poland, the Philippines, the former Soviet Union, and Haiti, the author examines the role of nonviolent action in social and political change. Barton-Kriese is an assistant professor of political science at IUE.

Ben-Amos, Paula Girshick. *The Art of Benin*. Revised edition. Washington, D.C.: Smithsonian Institution Press, 1995, 128 pp., $24.95, paper.

The ancient kingdom of Benin was one of the most sophisticated in Africa, with a tradition of artworks in ivory and cast brass. The author explains the role played by art in every aspect of Benin life: at the court, in private homes, in the urban capital, and in the villages. Drawing on oral traditions, archaeological discoveries, travellers' accounts going back to the sixteenth century, and her own research in Nigeria, she describes how the ancient art of Benin emerged under the patronage of successive obas (kings). Ben-Amos is an associate professor anthropology at IUB.

Beyer, Landon E., ed. *Creating Democratic Classrooms: The Struggle to Integrate Theory and Practice*. New York: Teachers College Press, 1996, 171 pp., $20.95, cloth.

This book is based on the assumption that education is a fundamentally social and political endeavor, that it is sorely in need of revitalization along more progressive lines, and that teachers who use critical thinking practices can play a central role in reinventing schools and schooling. The essays that compose the book were written by several classroom teachers who have participated with the author in a teacher education program designed to promote critical perspectives on current educational practice and the development of alternative pedagogies. Beyer is an associate professor of education at IUB.

Bodnar, John, ed. *Bonds of Affection: Americans Define Their Patriotism*. Princeton, New Jersey: Princeton University Press, 1996, 352 pp., $55.00, cloth.

A group of scholars explores the manner in which Americans have discussed and practiced their patriotism over the course of two hundred years. The featured scholars look at the nineteenth century in terms of how leaders of the nation fashioned new forms of patriotic instruction for citizens, how veterans from the North and the South attempted to use patriotic language and symbols to rebuild national unity after the Civil War, and how Americans invented new symbols and transformed labor politics to sustain loyalty in an increasingly diverse society. From the World Wars through the Clinton presidency, this volume assesses a variety of factors influencing patriotism. Bodnar is a professor of history and director of the Oral History Research Center at IUB.

Bondanella, Peter, Julia Conway Bondanella, and Jody Robin Shiffman, eds. *Dictionary of Italian Literature*. Revised edition. Westport, Connecticut: Greenwood Publishing, 1996, 752 pp., $99.50, cloth.

The only English-language dictionary of Italian literature, this reference includes 400 entries on Italian writers, literary movements and periods, literary diversification, and critical problems related to literary history. The volume covers the entire history of Italian literature, with entries ranging from the thirteenth century to the present, from Dante and Boccaccio to Umberto Eco. Peter Bondanella is a professor of French and Italian, film studies, and West European studies; a distinguished professor of comparative literature; and chairperson of the Department of West European Studies; and Julia Conway Bondanella is an associate professor of French and Italian, and are at IUB.

Bonser, Charles F., Eugene B. McGregor Jr., and Clinton V. Oster Jr. *Policy Choices and Public Action*. Upper Saddle River, New Jersey: Prentice-Hall, 1996, 494 pp., $45.33 , cloth.

This volume is designed to help students think objectively and creatively about public issues and the policy choices and actions required to deal with the problems of American public affairs. The authors discuss the background, choices, and action options confronting decision makers who deal with problems such as economic stabilization, international trade, poverty and welfare, health, the environment, transportation, education, public safety, agriculture, foreign policy and national security, and the design and management of government. Bonser is a professor of public and environmental affairs and business administration, the Ameritech Endowed Chair in Economic Development, and director of the Institute for Developmental Strategies; McGregor is a professor of public and environmental affairs and political science; and Oster is a professor of public and environmental affairs and marketing. All three are at IUB.

Brantlinger, Patrick. *Fictions of State: Culture and Credit in Britain, 1694–1994*. Ithaca, New York: Cornell University Press, 1996, 291 pp., $42.50, cloth.

The great works of modern, national literatures—perhaps especially the novels—are highly symptomatic forms of evidence about the modern pseudoreligions of racism, nationalism, and imperialism and also about past and present struggles against these ideologies. In this book, the author pays close attention to novels as sites where both the growing hegemony of and the critical resistance to nationalism, national identity formation, and imperialism are inscribed. Drawing on Marxist, psychoanalytic, and poststructuralist theories of fetishism, he examines most closely those counterdiscourses that acknowledge the misrecognition at work under the aegis of public credit and national identity formation. Brantlinger is a professor of English at IUB.

Bregel, Yuri, ed. *Bibliography of Islamic Central Asia, Part I: History; Religion; Culture*. Bloomington, Indiana: Indiana University Research Institute for Inner Asian Studies, 1995, 2,276 pp. (three volumes), $299.00, cloth.

This bibliography covers the history of Islamic Central Asia—and all its auxiliary fields and related disciplines, including archaeology and ethnography—before the establishment of communist regimes in Russia and China. The bibliography includes monographs and articles in periodicals and collective volumes in all languages, except Chinese and Japanese, published from the seventeenth century to 1988. Bregel is a professor of Central Eurasian studies and director of the Research Institute for Inner Asian Studies at IUB.

Brotherston, Gordon. *Painted Books from Mexico: Codices in U.K. Collections and the World They Represent*. London: British Museum Press, 1995, 224 pp., $60.00, cloth.

Besides being beautiful works of art in their own right, codices offer invaluable insights into the history, religion, and legends of the ancient civilizations of Mesoamerica: the Olmec, Maya, Chichimec, and Mexica (Aztec). The author has undertaken a study of twenty of the finest remaining codices and compared them with Mexican books in America and elsewhere. Brotherston is a professor of Spanish and Portuguese at IUB.

Chaitin, Gilbert D. *Rhetoric and Culture in Lacan*. Cambridge, Great Britain: Cambridge University Press, 1996, 278 pp., $17.95, paper.

By exploring the full range and import of Lacan's theory of poetry and its relationship to his understanding of the (human) subject and historicity, the author shows how Lacan moves beyond the traditionally hostile polarities of mythos and logos, poetics and philosophy, to conceive of the subject as a complex interplay between symbolic systems, desire, and history. Chaitin explores the ambiguities, contradictions, and singularities of Lacan's influential work to provide an account of Lacan's theoretical development across his entire career. Chaitin is a professor of French and Italian and comparative literature at IUB.

Chang, Valerie Nash. *I Just Lost Myself: Psychological Abuse of Women in Marriage*. Westport, Connecticut: Praeger Publishers, 1996, 166 pp., $49.95, cloth.

Several women's narratives are placed in context with their vivid reports that describe and explain the psychological abuse they have suffered in their marriages. The book describes the characteristics of and the predominant interaction patterns seen in psychologically abusive relationships. It also focuses on the development of and mental and physical consequences of psychologically abusive relationships. Chang is an associate professor of social work at IUPUI.

Cichocki, Krzystzof, and Paul Marer, eds. *Education for Transition to Market Economy in Countries of Central and Eastern Europe*. Warsaw, Poland: Polish Fulbright Alumni Association, 1996, 221 pp., $19.75, paper.

The societal transformation that is now taking place in the countries of Central and Eastern Europe is an extraordinarily complex phenomenon because so many institutional and policy changes have to occur more or less simultaneously—that is, within a period of years or a few decades at most. Based on presentations made at the 1995 annual Fulbright conference, this volume contains contributions that deal with strategic rather than technical issues related to education during transition. The conference focused on the single strategic variable that in some ways connects all of the "priority" transformation tasks: education—the key to changing mind-set of the citizenry of a transforming economy. Marer is a professor of international business at IUB.

Ciulla, Thomas A., and Ann Sullivan Baker, eds. *The Massachusetts Eye and Ear Infirmary Residents' Guide to Ocular Antimicrobial Therapy*. Wellesley, Massachusetts: Massachusetts Eye and Ear Clinic, 1996, 77 pp., $9.95, paper.

This handbook is designed to facilitate initial treatment of common ocular and periocular infections. Treatment of these infections has become quite complex given the rising incidence of AIDS and the availability of many new antibiotics. Ciulla is an assistant professor of ophthalmology at the School of Medicine, at IUPUI.

Cohen, Colleen Ballerino, Richard Wilk, and Beverly Stoeltje, eds. *Beauty Queens on the Global Stage: Gender, Contests, and Power*. New York: Routledge, 1996, 256 pp., $55.95, paper.

Beauty pageants—as competition and performance—are popular cultural events worldwide. This collection brings together studies of pageants in fourteen different cultures. The essays discuss the ways in which gender ideologies are represented and reinforced in beauty pageants; they also highlight the cultural notions of beauty and femininity that figure in to the selection of queens. The book considers beauty contests as key sites for formulating, negotiating, and challenging national and group identities, and shows how identity is portrayed and used in the international arena. Wilk is an associate professor of anthropology and Stoeltje is an associate professor of folklore. Both are at IUB.

Cronin, Blaise. *The Scholar's Courtesy: The Role of Acknowledgement in the Primary Communication Process*. London: Taylor Graham, 1995, 124 pp., $46.00, paper.

The primary aim of this book is to explore the similarities that exist between citations and acknowledgments. The shift of the focus of inquiry from acknowledgments-as-units to acknowledgments-as-process is examined. Cronin is a professor of information science and dean of the School of Library and Information Science at IUB.

Curtin, Michael. *Redeeming the Wasteland: Television Documentary and Cold War Politics*. New Brunswick, New Jersey: Rutgers University Press, 1995, 316 pp., $18.95, paper.

During the early 1960s, the "golden age" of network documentary, commercial television engaged in one of the most ambitious public education efforts in U.S. history as all three networks dramatically expanded their documentary programming. Promoted by government leaders, funded by broadcasters, and hailed by critics, these documentaries sought to mobilize public opinion behind a more activist policy of U.S. leadership around the globe. By tracing the multiple and shifting relationships between government, the TV industry, and viewers, the author explains how the most commercially unprofitable genre in television history became the most celebrated and controversial form of programming during the New Frontier era. Curtin is an associate professor of telecommunications and film studies at IUB.

Davis, Thomas J. *By the Waters of Babylon: One Family's Faith-Journey through Illness*. Grand Rapids, Michigan: William B. Eerdmans Publishing, 1995, 173 pp., $11.00 , paper.

The author explains how he and his family struggled with faith, love, and hope during his wife's lengthy fight with leukemia. He recounts his wife's spirited battle with cancer, from the first diagnosis to the final moments. He also explores, in personal terms, how the illness challenged and changed both family and faith. Davis is an assistant professor of religious studies at IUPUI.

Day, Harry G. *The Development of Chemistry at Indiana University Bloomington, 1829–1991*. Bloomington, Indiana: Department of Chemistry, Indiana University Bloomington, 1992, 668 pp., $25.00, cloth.

The roots of chemistry at Indiana University Bloomington extend virtually to the beginning of the institution. The author recounts the reigns of the chairpersons who have headed the department and reviews the accomplishments of key faculty, as well as other developments. Day is a professor emeritus of chemistry at IUB.

Douglas, Allen, and Fedwa Malti-Douglas. *Arab Comic Strips: Politics of an Emerging Mass Culture*. Bloomington, Indiana: Indiana University Press, 1994, 263 pp., $19.95, paper.

Through a variety of critical techniques, this book examines the publishing history, political positions, and audiences of Arab comic-strip magazines; the Egyptianization of Mickey Mouse; the transformation of political figures such as Nasser and Saddam Husayn into comic strip heroes; the work of the popular Egyptian cartoonist Ahmad Hijazi; and the uses made of Islamic comics. Chapters on Syria, Tunisia, the United Arab Emirates, Algeria, and the Franco-Arab Beurs reveal a variety of artistic approaches. Douglas is an associate professor of history and semiotics and Malti-Douglas is the Martha C. Kraft Professor of Humanities, a professor of women's studies, and chairperson of the Department of Near Eastern Languages and Cultures. Both are at IUB.

Eoyang, Eugene. *Coat of Many Colors: Reflections on Diversity by a Minority of One*. Boston: Beacon Press, 1995, 188 pp., $24.00, cloth.

In this response to the many voices decrying multiculturalism in America, the author argues for cultural diversity, not just in education but also more widely, in our very conception of what is "American." He visits a broad range of topics, from the meaning of racial categories in the United States and the role of immigrants in perpetuating the myth of white America to the benefits and pitfalls of Western analytic thinking and the economic and practical rewards of literacy in more than one language. Eoyang is a professor of comparative literature and East Asian languages and cultures at IUB.

Findling, John E., and Frank W. Thackeray, eds. *Events that Changed America in the Twentieth Century*. Westport, Connecticut: Greenwood Press, 1996, 239 pp., $39.95 , cloth.

Unprecedented changes mark the American experience in the twentieth century—global and "contained" wars, great technological innovations, and enormous social changes. To help students better understand the major developments in this tumultuous century and our future direction as a nation, this book reflects on the century's seminal events and their lasting impact. Designed for students, this resources offers analysis of the most important twentieth century events in America, such as progressivism, World War I, the Great Depression, World War II, the development of atomic energy, the Cold War, the civil rights and women's rights movements, the rise of television, the Vietnam War, and the Reagan Revolution. Findling and Thackeray are both professors of history at IUSE.

Fischman, Robert L., Maxine I. Lipeles, and Mark S. Squillace, eds. *An Environmental Law Anthology*. Cincinnati: Anderson Publishing, 1996, 529 pp., $27.00, paper.

Organized along the central and recurring themes that cut across many statutory, regulatory, and judicial debates, this anthology surveys the body of scholarship and commentary on pollution and natural resources management issues. Topics addressed include the ethical dimensions of

BEST COPY AVAILABLE

environmental law, the role that government entities play in creative environmental law, the economic approaches to and critiques of environmental law, the environment from a property-law perspective, the concept of risk, and international environmental law. Fischman is an associate professor of law at IUB.

Fisher, Mary L. *Quick Reference to Redesigning the Nursing Organization*. Albany, New York: Delmar Publishers, 1996, 184 pp., $26.50, paper.

As the world of nursing has grown and changed over the last century, the need for a new kind of nursing system has developed. This text presents an organizational framework and practical guide to redesign efforts. All aspects of redesign are considered, from the decision to initiate the redesign process through implementation and ongoing evaluation. Fisher is an associate professor of nursing at IUPUI.

Flynn, Beverly C., and Louise I. Dennis. *Documenting the Urban Health Situation: Tools for Healthy Cities*. Copenhagen: World Health Organization Regional Office for Europe, 1995, 51 pp., $5.00, paper.

To help community leaders identify existing measures used in cities in the healthy cities movement throughout the world, this book helps people reexamine the communities in which they live and involves them in addressing community health problems. The tools presented in this book represent the quantitative and qualitative approaches to data collection that have been useful to selected healthy cities researchers and community leaders. This book is designed to help leaders identify their most pressing information needs and decide where to focus their initial efforts. Flynn is a professor of nursing at IUPUI.

Foias, Ciprian, Hitay Özbay, and Allen Tannenbaum. *Robust Control of Infinite Dimensional Systems*. London: Springer Verlag, 1996, 218 pp., $50.00, paper.

The aim of this book is to present a comprehensive treatment of H^∞ optimization techniques for linear time-invariant distributed parameter systems (e.g., systems with delays or those modelled by partial differential equations). Robust stabilization and sensitivity minimization problems are studied in the framework of control. The book also includes a discussion of robust stabilization under a parametric uncertainty. Foias is a distinguished professor of mathematics at IUB.

Friedman, Daniel P., and Matthias Felleisen. *The Little Schemer*. Fourth edition. Cambridge, Massachusetts: MIT Press, 1996, 196 pp., $16.50, paper.

The goal of this book is to teach the reader to think recursively. This book, using the programming language Scheme, introduces computing as an extension of arithmetic and algebra and presents programs as recursive functions. Friedman is a professor of computer science at IUB.

Gallahue, David L., and John C. Ozum. *Understanding Motor Development: Infants, Children, Adolescents, Adults*. Third edition. Chicago: Brown & Benchmark Publishers, 1995, 570 pp., $51.95, cloth.

Written for students taking their first course in motor development, this book is meant to be of value to educators from a variety of disciplines, including kinesiology, physical and occupational therapy, special education, early childhood education, and elementary and secondary education. The text attempts to provide both descriptive and explanatory profiles of the individual from birth through adulthood. Gallahue is a professor of kinesiology at IUB.

Goss, David A. *Ocular Accommodation, Convergence, and Fixation Disparity: A Manual of Clinical Analysis*. Second edition. Boston: Butterworth-Heinemann, 1995, 222 pp., $30.00, paper.

This textbook introduces the organization and analysis of clinical optometric data used in writing prescriptions for glasses. This edition has been expanded to include new information on accomodative disorders and fixation disparity (among other disorders). Case reports integrated throughout the text illustrate the management process. Goss is a professor of optometry at IUB.

Guardino, Peter F. *Peasants, Politics, and the Formation of Mexico's National State: Guerrero, 1800–1857*. Stanford, California: Stanford University Press, 1996, 319 pp., $49.50 , cloth.

Peasants played an important but little understood role in the formation of the Mexican national state, which evolved during the period between the end of the colonial era to the beginning of La Reforma, a movement in which liberalism became dominant in Mexican political culture. This books shows how Mexico's national political system was formed through local struggles and alliances that deeply involved elements of Mexico's impoverished rural masses, notably the peasants who took part in many of the local, regional, and national rebellions that characterized early nineteenth-century politics. The central contention is that there are fundamental links between state formation, elite politics, popular protest, and the construction of Mexico's modern political culture. Guardino is an assistant professor of history at IUB.

Hamilton, Sharon Jean. *My Name's Not Susie: A Life Transformed by Literacy*. Portsmouth, New Hampshire: Boynton/Cook Publishers, 1995, 153 pp., $19.95, cloth.

A record of the power of literacy and compassion for one desolate child, this narrative allows us to trace the transformation of a lost child, to follow her down the paths that reading and writing opened, and to rejoice in her accomplishments. The author brings to her own story a retrospective understanding of the ways that literacy shapes a person—a theoretical perspective that enriches but never interrupts the sequence of events. Hamilton is an associate professor of English at IUPUI.

Inbar, Omni, Oded Bar-Or, and James S. Skinner. *The Wingate Anaerobic Test*. Champaign, Illinois: Human Kinetics, 1996, 110 pp., $19.00, paper.

This reference work reviews the most widely used anaerobic performance test in the world. The book explains the methodological considerations, typical findings, and various applications of the test. It also eliminates confusion over how to apply the test accurately and consistently. Skinner is a professor of kinesiology at IUPUI.

Isbell, John Clairborne. *The Birth of European Romanticism: Truth and Propaganda in Staël's "De l'Allemagne," 1810–1813*. Cambridge: Cambridge University Press, 1994, 269 pp., $59.95, cloth.

This book examines Stael's universal Romantic agenda. The author reasserts Stael's place in history and analyzes her vast agenda, which covers every Classical and Romantic divide in art, philosophy, religion, and society from 1789 to 1815. This investigation sheds new light upon the two different cultural revolutions that created modern Europe seen through the eyes of a leader of both. Isbell is an assistant professor of French and Italian at IUB.

Jackson, William J. *Tyagaraja and the Renewal of Tradition: Translations and Reflections*. Delhi, India: Motilal Banarsidass Publishers, 1995, 304 pp., $24.00, cloth.

Tyagaraja (1767–1847) is the most celebrated of south Indian musician-saints. This book explores some of the growth processes, transmission patterns, and cultural creativity involved in south Indian *bhakti* traditions, using examples of Tyagaraja's life story, songs, and social significance as case studies. The author examines how biographical narratives of Tyagaraja's life grew in detail and episodes over a one-hundred-year period, as the stories were retold by later generations. Jackson is an associate professor of religious studies at IUPUI.

Karb, Virginia Burke, Sherry F. Queener, and Julia B. Freeman. *Handbook of Drugs for Nursing Practice*. Second edition. St. Louis: Mosby, 1996, 1,372 pp., $31.95, paper.

Designed to meet the needs of clinical instructors, students, practicing nurses, and nurses in retraining, this guide covers drugs and related clinical applications. Drugs are presented in units by category (e.g., cardiovascular drugs) and organized in chapters, each covering a drug class (e.g., ACD inhibitors). Queener is a professor of pharmacology and toxicology at IUPUI.

BEST COPY AVAILABLE

Kingsley, Robert E. *Concise Text of Neuroscience*. Baltimore: Williams & Wilkins, 1996, 564 pp., $38.95, paper.

To provide medical students with a concise presentation of brain anatomy and function in a form that is relevant to clinical practice, the author presents the subject matter of neuroanatomy, neurophysiology, and neurology together, in on place, integrated into a cohesive unitary structure—neuroscience. The text offers a manageable approach to medical neuroscience, with an emphasis on how it is applied to diagnosis and treatment of neurological conditions. Kingsley is an assistant professor of physiology and biophysics at IUPUI.

Kronenberger, William G., and Robert G. Meyer. *The Child Clinician's Handbook*. Boston: Allyn and Bacon, 1996, 511 pp., $57.95, cloth.

This reference offers clinical descriptions of childhood disorders commonly seen by mental health professionals and includes complete discussions of assessment and treatment options. The clinical description provides an overall picture of the disorder that may be used to guide the clinical interview and initial formulations. In the assessment section, the authors offer recommendations for assessing a child using standardized psychological instruments. Treatment options covered include behavioral interventions, five types of psychotherapy, family interventions, medication, inpatient hospitalization, special education, and referral to other professionals or authorities. Kronenberger is an assistant professor of clinical psychology in psychiatry at IUPUI.

Kuh, George D., and others. *Student Learning outside the Classroom: Transcending Artificial Boundaries*. Washington, D.C.: ERIC Clearinghouse on Higher Education, George Washington University, School of Education and Human Development, 1994, 146 pp., $18.00, paper.

In this report, the issue of institutional productivity and student learning outside the classroom is examined with particular focus on what is known about educational attainment and specific outcomes. The authors review the conditions that foster a climate where out-of-classroom experiences can contribute to greater educational productivity. Kuh is a professor of education at IUB.

Leake, David B., ed. *Case-Based Reasoning: Experiences, Lessons, and Future Directions*. Cambridge, Massachusetts: MIT Press, 1996, 450 pp., $39.95, paper.

Case-based reasoning (CBR) is now a mature subfield of artificial intelligence. The fundamental principles of case-based reasoning have been established, and numerous applications have demonstrated its role as a useful technology. This book presents experiences in CBR that illustrate the state of the art, the lessons learned from those experiences, and directions for the future. Its chapters provide concrete examples of how key issues—including indexing and retrieval, case adaptation, evaluation, and application of CBR methods—are being addressed in the context of a range of tasks and domains. Leake is an assistant professor of computer science at IUB.

Lloyd, Rosemary. *Closer and Closer Apart: Jealousy in Literature*. Ithaca, New York: Cornell University Press, 1995, 205 pp., $32.50, cloth.

Envy, the author says, involves what one would like to have but does not; jealousy involves what one has but fears losing. In this book, she demonstrates how the passion unleashed by jealousy can illuminate such concepts as self and other, and gender and society. Sexual jealousy is explored more as a literary device than as a literary theme. Lloyd is a professor of French and Italian and chairperson of the department of French and Italian at IUB.

Martin, Phyllis M., and Patrick O'Meara, eds. *Africa*. Third edition. Bloomington, Indiana: Indiana University Press, 1995, 448 pp., $17.95, paper.

This overview addresses significant themes that relate to the continent of Africa as a whole, such as the development of early humans, social transformations, colonialism, and cultural innovation. It also deals with themes that, although primarily concerned with specific regions and peoples, have had far-ranging impact, such as Islam in the northern third of the continent, dramatic changes in South Africa, relationships with international funding agencies, economic decline, and political instability. Issues such as significant archaeological discoveries in recent years, changing perspectives on social and economic life in African towns and villages, different approaches to the African arts and humanities, the importance of law, the end of the Cold War, and ecological deterioration are taken into account. Martin is a professor of history, and O'Meara is a professor of political science and public and environmental affairs and dean of International Programs. Both are at IUB.

Miller, Marvin J., Kenric W. Hammond, and Matthew G. Hile. *Mental Health Computing*. New York: Springer-Verlag, 1996, 491 pp., $75.00, cloth.

A sourcebook that describes state-of-the-art information systems available to mental health professionals, this book describes the new technologies, design features, and functionality that will be implemented over the next decade. It provides insight into the capabilities and limitations of information systems and identifies the essential capabilities to be expected from software. Miller is an assistant professor of psychiatry at IUPUI.

Mitchell, C. Thomas. *New Thinking in Design: Conversations on Theory and Practice*. New York: Van Nostrand Reinhold, 1996, 179 pp., $59.95, cloth.

These in-depth conversations with thirteen design theorists who have forged new ground in user-responsive designs reveal a shift in the way design is being conceived and practiced. The dynamic nature of design underpins the words of the featured designers, whether their focus is objects, furniture, architecture and planning, exhibitions and learning environments, high-technology design, or the fundamental rethinking of the nature of entire industries. The author identifies seven criteria for user-responsive design: infusing meaning, increasing scope, involving users, enhancing perception, considering context, thinking strategically, and reviewing design. Mitchell is an associate professor of apparel merchandising and interior design at IUB.

Nissen, Bruce. *Fighting for Jobs: Case Studies of Labor-Community Coalitions Confronting Plant Closings*. Ithaca, New York: State University of New York Press, 1995, 215 pp., $16.95, paper.

This book examines the struggle of unions and communities to save jobs in plant-closing situations in the 1980s. The unusual depth of the research allows the reader to grasp the key factors affecting such battles in an era of industrial restructuring. It contains insights into "early warning" signs and their importance; the role of labor-management relations in both shutdown decisions and efforts to save the plant; the importance of corporate structure and strategy; the part played by economic market factors; and the role of local government, both potential and actual. Nissen is an associate professor of labor studies at IUN.

Orentlicher, David, and others, eds. *Health Care Crisis? The Search for Answers*. Frederick, Maryland: University Publishing Group, 1995, 245 pp., $25.00, paper.

This volume begins with a discussion of cardiopulmonary resuscitation in New York City hospitals and ends with a search for a yin-yang dialectical model. The common thread that runs through the papers in this book on health care reform is the tension that has developed in American health care between the rights of the individual and the needs of the community. Orentlicher is an associate professor of law at IUPUI.

Osborne, Randall E. *Self: An Eclectic Approach*. Boston: Allyn and Bacon, 1996, 223 pp., $29.95, paper.

A significant portion of this text focuses on the variety of information that has been discovered about self and the proposed implications of this information. The eclectic and integrative theory articulated in this book is meant to be flexible and open to change because self is a dynamic entity. Osborne is an assistant professor of psychology at IUE.

Parrish, Michael. *The Lesser Terror: Soviet State Security, 1939–1953*. Westport, Connecticut: Praeger, 1995, 456 pp., $69.50, cloth.

Based on Soviet documents and revelations of the Soviet state security between 1939 and 1953—a period about which relatively little is known—this book recounts the role of Stalin and other major players in massive crimes perpetuated against the Soviet people. It also provides the first detailed biography of V. S. Abakumov, minister of state security from 1946 to 1951. Parrish is head of the Business/SPEA Library and an adjunct associate professor of public and environmental affairs at IUB.

BEST COPY AVAILABLE

Penslar, Robin Levin, ed., *Research Ethics: Cases and Materials.* Bloomington, Indiana: Indiana University Press, 1995, 278 pp., $13.95, paper.

Intended to be used as a resource for classroom discussions of research ethics in the natural sciences, behavioral sciences, and humanities, this book covers such topics as plagiarism, confidentiality, conflict of interest, fraud and misconduct, access to research materials, the obligations of mentors and teachers, the reporting of data, and the participation of human and animal subjects in research. Specific pedagogical suggestions for many of the cases are provided in the instructional notes. In addition, this resource provides discussions of ethical theory and pedagogy. Penslar is a special assistant to the vice president for research at IUB.

Perry, James L., ed. *Handbook of Public Administration.* Second edition. San Francisco: Jossey-Bass Publishers, 1996, 769 pp., $59.95, cloth.

This guide was written to help public administrators cope with modern administrative challenges, overcome obstacles, and improve performance in government. This revised and expanded edition reflects both the ever-evolving nature of public administration and the continuity of practice. Perry is a professor of public and environmental affairs at IUB.

Peterson, J. Vincent, and Bernard Nisenholz. *Orientation to Counseling.* Third edition. Boston: Allyn and Bacon, 1995, 477 pp., $55.00, cloth.

An overview of the contemporary field of counseling that focuses on the readers as prospective counselors, this book has been organized around the topics of who the counselor is, what the counselor does, and what the counselor knows. It begins with an emphasis on the counselor as person, followed by the care and feeding of this person (stress management), the role of the counselor in society, and a description of employment possibilities. Also included is a description of the counseling relationship and the type of skills counselors are expected to perform. Peterson is a professor of education at IUSB.

Polsgrove, Carol. *It Wasn't Pretty, Folks, But Didn't We Have Fun? Esquire in the Sixties.* New York: W. W. Norton & Company, 1995, 335 pp., $27.50, cloth.

The sixties in America was a wild, giddy ride, an amazing Technicolor adventure, and no magazine caught the spirit of its apocalyptic fun as definitively as *Esquire*. The author has reconstructed the history of this American magazine with interviews of numerous living participants. Polsgrove is an associate professor of journalism at IUB.

Potschka, Martin, and Paul L. Dubin, eds. *Strategies in Size-Exclusion Chromatography.* Washington, D.C.: American Chemical Society, 1996, 415 pp., $120.00, cloth.

This book integrates three different perspectives on size-exclusion chromatography: detector-focused approaches, chromatography-focused approaches, and synthesis and characterization of porous packings. The goal of this book is to present these coexisting themes and to reveal their merits to practitioner and researcher. Dubin is a professor of chemistry at IUPUI.

Raff, Rudolf A. *The Shape of Life: Genes, Development, and the Evolution of Animal Form.* Chicago: University of Chicago Press, 1996, 520 pp., $29.95, paper.

The author analyzes the rise of evolutionary developmental biology and proposes new research questions, hypotheses, and approaches to guide the growth of this recently founded discipline. Drawing on a number of key discoveries from the past decade, he explains how research in diverse disciplines has forged closer links between developmental and evolutionary biology. Raff is a professor of biology and director of the Institute for Molecular and Cellular Biology at IUB.

Razmus, Thomas F., and Gail F. Williamson. *Current Oral and Maxillofacial Imaging.* Philadelphia: W. B. Saunders Company, 1996, 305 pp., $35.00, cloth.

In the past decade, new levels of sophistication in diagnostic technology have been introduced to the field of dentistry. Advances in imaging the structures in and around the oral cavity have evolved in concert with associated computer hardware and software. New ways to image the oral and maxillofacial complex require new knowledge and skills, as well as a firm understanding of the basic principles of conventional radiology. Throughout this textbook, the authors have attempted to intertwine the basic principles of film-based (conventional) radiology with those of computer-assisted imaging. Williamson is an associate professor of stomatology at IUPUI.

Rodak, Bernadette F., ed. *Diagnostic Hematology.* Philadelphia: W. B. Saunders Company, 1995, 720 pp., $57.00, cloth.

As the technology and information explosion influences clinical laboratory medicine, the quality and difficulty of material that the clinical laboratory scientist must assimilate increases. The purpose of this text is to present a complete hematology course for clinical laboratory science students, as well as to provide a resource for clinical laboratory practitioners, medical students, and residents. It presents an in-depth study of cell counting, morphologic differentiation and evaluation, and related areas, such as flow cytometry, immunohistochemistry, and cytogenetics. Rodak is an associate professor of medical technology at IUPUI.

Rosenberg, Samuel N., and Hans Tischler, with M. G. Grossel. *Chansons des trouvères.* Paris: Livre de Poche, 1995, 1,088 pp., Fr85, paper.

This revised, updated, and translated version of *Chanter m'estuet: Songs of the Trouvères* includes modern French versions facing the Old French texts. It is a critical edition, newly prepared from the medieval manuscripts, of approximately one-tenth of the French lyric repertory of the twelfth and thirteenth centuries. All the included compositions for which music remains are presented with the music. Rosenberg is a professor of French and Italian, and Tischler is a professor emeritus of music. Both are at IUB.

Routet, Jean-François, Jarmo J. Levonen, Andrew Dillon, and Rand J. Spiro, eds. *Hypertext and Cognition.* Mahwah, New Jersey: Lawrence Erlbaum Associates, 1996, 175 pp., $19.95, paper.

The recent evolution of Western societies has been characterized by an increasing emphasis on the importance of information and communication. Hypertext systems have been proposed as a means of facilitating interactions between readers and texts. With the understanding that users are being overwhelmed by the amount of information to process, this volume meets the need for a more rational approach based on a thorough analysis of an information user's needs, capacities, capabilities, and skills. Dillon is an associate professor of information science at IUB.

Rudy, John G. *Wordsworth and the Zen Mind: The Poetry of Self-Emptying.* Albany, New York: State University of New York Press, 1996, 268 pp., $19.95, paper.

This book demonstrates that Zen thought and art provide both a generative and a formative context for understanding the spirituality of the English poet William Wordsworth (1770–1850). An important aspect of this study is its twofold purpose: to situate Wordworth more centrally in the evolving global community of intercultural and interreligious communication and to demonstrate the unique flexibility and universality of Zen as a medium of spiritual growth and aesthetic understanding. Rudy is a professor of English at IUK.

Russell, Ruth V. *Pastimes: The Context of Contemporary Leisure.* Chicago: Brown & Benchmark Publishers, 1996, 396 pp., $46.95, cloth.

Using leisure and recreation philosophy and science, their various subfields, and the leisure services industry, and drawing on sociology, psychology, economics, political science, and anthropology, the author reveals the roles and meanings of leisure in various contemporary societies. By presenting leisure as both an individual and a collective human experience, she clarifies the connection between leisure and being human. Russell is a professor of recreation and park administration and an associate dean in the School of Health, Physical Education, and Recreation at IUB.

Sailes, Gary A. *Mental Training for Tennis.* Dubuque, Iowa: Kendall/Hunt Publishing, 1995, 72 pp., $15.95, paper.

The five components that serve as the basis for mental training are motivation, confidence building, concentration/focus, managing pressure, and mental imagery. This book analyzes each of these components and provides practical ways to implement them into a tennis training program. Sailes is an associate professor of kinesiology at IUB.

Schansberg, D. Eric. *Poor Policy: How Government Harms the Poor.* Boulder, Colorado: Westview Press, 1996, 244 pp., $25.00, cloth.

Challenging the conventional approach taken by most "poverty" books—a focus on how government attempts to assist the poor through welfare programs—the author instead presents in this volume an alternative idea. Using public choice economics, he illustrates how special interest groups advocate policies that benefit themselves but inadvertently hurt the poor. He also demonstrates how this inequity occurs in both product and labor markets—from farm subsidies to protectionist trade policies, from prohibition of illegal drugs to the government's provision of public education. Schansberg is an assistant professor of economics at IUSE.

Segal, Marcia Texler, and Vasilikie Demos, eds. *Advances in Gender Research.* Greenwich, Connecticut: JAI Press, 1996, 216 pp., $73.25, cloth.

This volume presents papers that reflect the current state of gender research in sociology and psychology. Representing liberal, radical, and materialist feminist positions, the pieces vary in the extent to which the authors' theoretical orientations and ideas about social change are implicit or explicit. Among the "advances" in recent gender research reflected in this volume is a focus on both women and men as actors in gendered social systems and a concomitant recognition that while the study of men dominated prefeminist research, by failing to recognize the gendered nature of social systems, such research did not produce any more valid understanding of men than of women. Segal is a professor of sociology and the associate vice chancellor for academic affairs at IUSE.

Short, Kathy G., and Jerome C. Harste, with Carolyn Burke. *Creating Classrooms for Authors and Inquirers.* Second edition. Portsmouth, New Hampshire: Heinemann, 1996, 628 pp., $35.00, cloth.

This book presents a curricular framework for teachers based on what is known about learning. The edition has been expanded to look at how the authors have taken their work in reading and writing and philosophically reconceptualized it as inquiry. The two sections of this book are organized around key processes of inquiry and their realization as curricular framework within the authoring cycles. Harste and Burke are professors of education at IUB.

Trout, Andrew. *City on the Seine: Paris in the Time of Richelieu and Louis XIV, 1614–1715.* New York: St. Martin's Press, 1996, 275 pp., $39.95, cloth.

The author's chronicle of Paris during the period preceding the end of Louis XIV's reign is a history of the city anchored by the lives of two of its most famous citizens. Beginning with the emergence of Cardinal Richelieu as a political force and concluding with Louis XIV in the last years of his reign, the narrative describes the city as it looked during the seventeenth century and touches on a myriad interesting questions: Did Paris have sidewalks? Did the houses have numbers? What were the views like along the River Seine? Trout is a professor emeritus of history at IUS.

Tsujimura, Natsuko. *An Introduction to Japanese Linguistics.* Cambridge, Massachusetts: Blackwell Publishers, 1996, 401 pp., £50.00, cloth.

The main goal of this textbook is to illuminate spoken Japanese from a linguistic perspective. Linguistic notions and terminology are introduced, as well as a theoretical perspective of the linguistic phenomena. The seven chapters discuss phonetics, phonology, morphology, syntax, semantics, historical linguistics, language variation, and sociolinguistics of modern spoken Japanese. Tsujimura is an associate professor of East Asian languages and cultures at IUB.

Turner, Richard C., ed. *Taking Trusteeship Seriously: Essays on the History, Dynamics, and Practice of Trusteeship.* Indianapolis: Indiana University Center on Philanthropy, 1995, 175 pp., $9.95, paper.

The essays in this volume offer insights into trusteeship from specialized fields alongside the anecdotes and wisdom of experienced trustees, consultants, and executives of not-for-profit groups. Historians provide insight into the traditions of trusteeship and examples of powerful and effective trustees, academics from a variety of fields explore the dynamics of trusteeship revealed by the methodologies of their fields, and people with experience as trustees or those who have trustees offer insights into the actual practice of trusteeship. Together, they help identify the shared assumptions and common ground of the subject. Turner is a professor of English and chair of the Department of English at IUPUI.

Vitelli, Karen D., ed. *Archaeological Ethics.* Walnut Creek, California: Altamira Press, 1996, 272 pp., $18.95, paper.

This introduction to the issues faced every day in archaeological practice contains articles drawn from recent issues of *Archaeology* magazine. The articles address the topics of looting, reburial and repatriation, relations with native peoples, and professional conduct. Vitelli is a professor of anthropology at IUB.

Weaver, David H., and G. Cleveland Wilhoit. *The American Journalist in the 1990s: U.S. News People at the End of an Era.* Mahwah, New Jersey: Lawrence Erlbaum Associates, 1996, 299 pp., $27.50, paper.

This portrait of who journalists are and what they think presents findings from the most comprehensive and representative study ever done of the demographic and educational backgrounds, working conditions, and professional and ethical values of U.S. print and broadcast journalists working in the 1990s, including separate analyses for women and minority news people. The findings of this study are compared with those from major studies conducted in the early 1970s and '80s. Weaver is the Roy W. Howard Research Professor of Journalism, and Wilhoit is a professor of journalism. Both are at IUB.

Wicker, Elmus. *The Banking Panics of the Great Depression.* New York: Cambridge University Press, 1996, 174 pp., $39.95, cloth.

In this first full-length study of five U.S. banking panics of the Great Depression, the author reconstructs a close historical narrative of each of the panics, investigating their origins, magnitude, and effects. He makes a detailed analysis of the geographical incidence of the disturbances using the Federal Reserve District as the basic unit, and reappraises the role of Federal Reserve officials in the panics. His findings challenge many of the commonly held assumptions about the events of 1930 and 1931, such as the belief that the increase in the discount rate in October 1931 initiated a wave of bank suspensions and hoarding. Wicker is a professor emeritus of economics at IUB.

Young, Dennis R., and Richard Steinberg. *Economics for Nonprofit Managers.* New York: Foundation Center, 1995, 268 pp., paper.

Starting from the premise that effective stewardship of scarce resources is crucial to the success of any not-for-profit organization, the authors employ basic microeconomic concepts such as opportunity cost, thinking at the margin, market equilibrium and failure, and cost-benefit analysis to explore a range of issues unique to the not-for-profit sector. Along the way, they examine the special challenges involved in managing paid and volunteer workforces, raising and managing charitable funds, defining and pursuing public service missions, and evaluating performance in the absence of a clear bottom line. Steinberg is a professor of economics at IUPUI.

Zhang, Yingjin. *The City in Modern Chinese Literature and Film: Configurations of Space, Time, and Gender.* Stanford, California: Stanford University Press, 1996, 390 pp., $45.00, cloth.

This study explores the ways in which the city and urban life have been represented in modern Chinese literature and film. The author has three aims: to trace the literary and filmic configurations (i.e., symbolic constructions) of the city in modern China; to investigate the ways in which the city is placed in an ambivalent, if not negative, light in these configurations; and to work toward an understanding of how one can study the nature of the city/country in modern Chinese literary history. Zhang is an assistant professor of East Asian languages and cultures, comparative literature, and film studies at IUB.

BEST COPY AVAILABLE

Models:
Cover: Emily McClain, Tish Zapata, Norma Hollingsworth, Darrell Breeden, Asunción Suren, and Barry Lessow; page 9: Jonathan Collins

About the Border and Inset Photographs:

The photographs assembled here are from High Risk, Like It Is, and Like It Is, Too, three documentary portrait projects that *Research & Creative Activity* photographer Tyagan Miller produced between fall 1992 and spring 1996. The subjects are teenagers who have been expelled or otherwise removed for disciplinary reasons from the Indianapolis public school system. As such, they became eligible to attend New Beginnings High School, Roberts Academy, or Horizon Middle School, the alternative schools of the Indianapolis public school system that are devoted to meeting the special needs of these high-risk students.

The term "high risk" refers, here, to students whose academic and behavioral problems at school are both chronic and critical. Rarely is this the result of the students' intellects. Rather, beneath these symptoms of failure lie social, familial, and personal issues that leave these teenagers in danger of dropping out of school and thus predisposing them to lifelong experiences of deprivation, alienation, crime, and violence. "I see these photographs as portraits of irony," Miller says. "On the one hand, they describe young people who are at high risk of slipping through the gaps in our social support networks. On the other hand, they record the faces of survivors."

Photographs from High Risk have been exhibited at the Waldron Arts Center in Bloomington and the IUB School of Education. Portions of the project have been published in *Indiana Review* (spring 1996) and in *Journal: The Magazine of the Indiana School Boards Association* (spring 1995). The work is funded in part by the Indiana Arts Commision.

Photo credits:
Cover photos and inside photos, pp. 2, 4, 6, 9, 11, 12, 15, 17, 20, and 24–26 by Tyagan Miller; photo of Patricia Washington, p. 8, courtesy of Bruce Harlan; photo of William Bailey, p. 16, courtesy of Photographic Services.

About the Contributors

Susan Moke is a doctoral candidate in the English department at Indiana University Bloomington. She is editor of *Majority Report*, a publication of Indiana University's Office for Women's Affairs, and a writer for the Center for Reading and Language Studies. She also teaches in the Division of Extended Studies.

Susan G. Tomlinson is vice president for marketing at Grayson Bernard Publishers. She serves as a board member and treasurer of the Community Service Council of Bloomington and Monroe County. She also plays violin in the Bloomington Symphony Orchestra.

Miriam Fitting is a doctoral student in comparative literature specializing in Central Europe. This interest is taking her to Prague, Czechoslovakia, for the next few years where she will pursue her career in as many kinds of writing and translation as possible: academic, fiction, poetry, and magazine.

Julie M. Thompson, a doctoral candidate in speech communication at Indiana University Bloomington, currently resides in San Francisco. She enjoys jazz, poststructuralist theory, and cooking with flair.

Todd Avery is a graduate student in English at Indiana University Bloomington.

Michelle Branigan is the assistant director of the Collins Living-Learning Center at Indiana University Bloomington. When her son is asleep, she works on her dissertation in folklore on the American artist Frances Brand.

Lucianne Englert is public relations/marketing director for the Indiana University School of Business's Center for Entrepreneurship and Innovation. She also runs a freelance writing/marketing consulting business called Englert Marketing Communication ($E=mc^2$).

Mary Hrovat works for the Indiana University Libraries and does freelance writing, mostly about science. She holds a bachelor's degree from Indiana University in astrophysics and has completed course work in the School of Library and Information Science.

Office of Research and the University Graduate School
Indiana University
Bryan Hall 104
Bloomington, Indiana 47405

Address Correction Requested

Nonprofit Organization
U.S. Postage Paid
Permit No. 2
Bloomington, IN 47401